

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for LIFE Academy.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion:**

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21<sup>st</sup> Century After School Programs
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for LIFE Academy.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** LIFE Academy  
**CDS Code:** 1612590130575  
**Principal:** Aryn Bowman  
**Date of this revision:** 6/10/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact:</b> Aryn Bowman	<b>Position:</b> Principal
<b>Address:</b> 2101 35th Avenue Oakland, CA 94601	<b>Telephone:</b> 510-534-0282 <b>Email:</b> aryn.bowman@ousd.org

*The District Governing Board approved this revision of the SPSA on:* 6/22/2016

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

School Site: LIFE Academy

Site Number: 335

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |  |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        |  |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:



1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 27, 2016

6. The public was alerted about the meeting(s) through one of the following:

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|--|---|---|

**Signatures:**

<u>Amy Bowman</u> Print name of School Principal	 Signature	<u>5-26-16</u> Date
<u>Thomas Toai Dao</u> Print name of SSC Chairperson	 Signature	<u>5/26/16</u> Date
<u>Mark Triplett</u> Print name of Network Superintendent	 Signature	<u>5-26-16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	 Signature	<u>5-31-16</u> Date

**SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)**

School Site: LIFE Academy

Site Number: 335

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

**TO BE COMPLETED:**

Date	Stakeholder Group	Engagement Description
9/23/2015	SSC	Establishment Meeting
10/23/2015	SSC	SSC Meeting
11/18/2015	SSC	SSC Meeting
12/16/2015	SSC	SSC Meeting
1/27/2016	SSC	SSC Meeting
3/2/2016	SSC	SSC Meeting
4/6/2016	SSC	SSC Meeting

**2016-2017 Final Budget****Programs Included in This Plan**

The School Site Council intends for this school to participate in the following programs:

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$122,832.01	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$252,425.97	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$129,043.06	TBD
<b>TOTAL:</b>	<b>\$529,301.04</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$94,685.68	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,360.17	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$300,745.66	TBD
<b>TOTAL:</b>	<b>\$397,791.51</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Life Academy of Health and Bioscience is a small high school located in Oakland, California that sprang from a community movement initiated by the Oakland Community Organization (OCO) and National Equity Project (NEP) to create smaller, more responsive schools for urban youth. The design team and initial student population for the school came directly out of the Health and Bioscience Academy at Fremont High School in Oakland. After a very short 6-month incubation period, the school opened in the Fall of 2001 to become the first new small autonomous high school in the Oakland Unified School District. Over the past 14 years, the school has maintained its focus on Health and Bioscience through an emphasis on the following signature practices: personalization, integrated grade level projects, public demonstration of mastery (primarily through Defenses), cooperative strategies across disciplines, creating a sense of community through grade level trips, project-based learning (Certifications), industry-based internships, personalized college & career counseling, integrated Extended Day Program (EDP), distributed leadership amongst staff and whole-staff retreats.

### School Mission and Vision

Life Academy seeks to dramatically interrupt patterns of injustice and inequity for underserved communities in Oakland. Through transformative learning experiences focused on Health, Medicine and Bioscience, students are engaged in learning and inspired to acquire the skills needed to succeed in college and careers in the medical field.

### School Demographics

<b>Special Populations</b>	<b>% Female</b>	<b>% Male</b>	<b>% LCFF</b>	<b>% English Learners</b>
	49.6%	50.4%	93.3%	20.4%
	<b>% Oakland Residents</b>	<b>% SPED RSP</b>	<b>% SPED Mild- Moderate</b>	<b>% SPED Severe</b>
		17.2%		
<b>Student Population by Race/Ethnicity</b>	<b>African-American</b>	<b>American Indian/ Alaskan Native</b>	<b>Asian</b>	<b>Hispanic/Latino</b>
	6.9%	0.0%	5.1%	83.9%
	<b>Filipino</b>	<b>Pacific/ Islander</b>	<b>Caucasian</b>	<b>Multiracial</b>
	0.7%	0.7%	1.8%	0.4%

## STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
<p>Our graduation rate is 76.5%. Although this is a -5.9% decrease from the previous year, it is also a rate higher than the OUSD average. Of our students who graduate within four years, 88% are UC/CSU eligible.</p>	<p>24% of our current senior class is not on track to graduate given their credit deficiencies. 22% of our current junior class is not on track to graduate, given that 15/66 of them failed 5/6 classes during their sophomore year. These data points present us with a significant challenge as we seek to continually increase our graduation rate and support young people in successful completion of each year of high school.</p>	<p>Until this school year, Life Academy has not had an academic counselor, and therefore there has been an inattention to credit status of underclass people. Additionally, there has been a lack of immediate credit recovery options, lack of immediate conversations with students and families upon failure of class(es). Other root causes may include a lack of embedded support and scaffolding in 10th grade course work (defense), the lack of clear graduation plans with regular check-ins for students not on track to graduation and a lack of transparent education for kids around what equals a diploma.</p>

**Post-Secondary Readiness:**

Performance Strengths	Performance Challenges	Root Causes
<p>Our students engage in a heavy load of writing, collaborative discussion, seminar and interdisciplinary projects. These are all opportunities for young people to engage in rigorous academics.</p>	<p>According to cohort matched SRI data, students at Life Academy who enter our school either one year below grade level, on grade level or above grade level, grow as readers throughout their time with us, and after 3 years, have either grown to be above or on grade level readers. This group makes up approximately 50% of our student body. Students who enter our school multiple years below grade level in reading stay multiple years below grade level, even if they grow. This data can be examined side by side with our SBAC scores from 2014-2015. Our overall performances (grades 6, 7, 8, 11) show that 39% of our students are not meeting standards in ELA. Another 35.2% of our students are "nearly meeting" the standard and only 21.4% of our students met or exceeded the standard. This quantifiable data is matched by Life Academy "teacher gut" which in the high school places 15% of our seniors at a college ready reading level. If we are truly to support our students in accessing first high school content and text (when they enter 9th grade from Life's Middle School) and then college content and text when they exit Life and begin post-secondary education, we must make intentional moves to ensure we are supporting all students in becoming strong, fluent and critical readers of text.</p>	<p>One systemic root cause of the stagnation in our reading scores is a lack of strong mission around literacy when in fact literacy is a foundational priority that supports our school mission.</p> <p>There are multiple programmatic root causes leading to this student performance challenge including training and staff development around literacy across content areas, training for teachers in leveled literacy intervention and English language development strategies, and time embedded in the schedule to do leveled literacy intervention. Finally, as a school there is a general distrust of assessment tools and of instruction based on data/assessment. These mindsets have prevented us from having deeper conversations around student literacy needs. Another root cause therefore is the lack of an assessment tool that is trusted and identifies specific gaps in student reading comprehension, therefore allowing us to match instruction to student need.</p> <p>Additionally, We have no formal, systemitized way to gather data/feedback from our alumni who are in college/undersity to ensure that we are using their feedback and experience to inform what we are doing now.</p>



**Climate and Culture:**

Performance Strengths	Performance Challenges	Root Causes
<p>1) We have a low suspension rate and we use alternatives to suspension, including restorative justice circles and in-school suspension. 2) We have a group of committed and highly capable teachers.</p>	<p>1) 15 students make up 90% of our out of class referrals. These students are in need of social-emotional support to ensure their continued growth, reflection and ability to engage in academic classes. As a small 6-12 we have the ability to identify students beginning at age 11 who will struggle with successful completion of high school. Now that we can identify these students at such an early age, we should be able to put into place supports for their success. An additional and related challenge is our ability to process classroom referrals with consistency and clear communication back to teachers and families. Although we have some RJ systems in place to support this, the lack of consistent processing of these is an area for growth. 2) When looking at our SPF data, it is clear that we have a strong climate and culture at Life. In order to continue to grow our school C&amp;C we need to focus on adult culture, which needs to be strengthened in order to continue to push student culture and therefore overarching school culture. We have multiple team structures at Life: grade level teams, department teams, and two integrated teams across middle and high school, the ILT and the strategic planning committee. In each case there is a need for increased collaboration time, trust building activities and stronger facilitation to support our continued and full development as a staff.</p>	<p>There are very few students at Life who do not "fit the Life mold" and these students stand out as particularly challenging because the majority of our students behave in ways that conform with classroom behavior expectations. These students also have additional social emotional needs that are currently not met, leading to frequent referrals. Because our staff is largely used to 100% compliance from students we have not developed the immediate classroom intervention tools to address some of the behaviors that then lead to referrals. Additionally, because there is not a single adult dedicated to the processing of office referrals (using restorative processes) and the communication about this to teachers and families, there is a lack of school wide consistency around discipline.</p>

## Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
<p>Our reclassification rate last year for ELs was 37.9%, a strong rate representing significant growth. Qualitatively, in all classrooms at Life student are engaged in collaborative academic discussion.</p>	<p>L-TELEs make up 20% of our student population across 6-12. Of our EL population that took the SBAC in 2014-2015 (in grades 6, 7, 8, 11) 75% of them did not meet the standard in ELA. Based on this and other data points, a growth area for us is creating specific opportunities for these students to receive explicit language instruction and academic language and literacy support. We especially have the flexibility to do so in grade 6-9, and need to seize this opportunity to serve these students' specific language development needs before they enter our pathway in grade 10.</p>	<p>Last year was the first year our students took SBAC, and the first time they had taken a computer adaptive text of this length. Students were unfamiliar with the tasks, as well as the computer format of the tasks. There were numerous technical glitches in the administration. Also, because teachers had been told this was a trial run, there was not as much emphasis for students on the importance of the test.</p> <p>Additionally, there is currently no English Language Development course offered at Life. Although all ELA teachers integrate multiple opportunities for all domains of literacy, there is no specific attention paid to the specific needs of ELs/L-TELEs. Due to the core value of de-tracking/maintaining heterogeneous classes, especially in math, there has not been opportunity to differentiate in other areas.</p>

## SCHOOL GOALS, TARGETS & THEORY OF ACTION

### Schoolwide WASC Multi-Year Goals

- Articulate formalized policies for school governance (Advisory Board, Leadership Team), including roles, responsibilities, and expectations for membership. (Related to LCAP Goal 5: Students are engaged in school everyday.)
- Develop a schoolwide instructional program to support the development of the Habits of Work. This includes establishing clear policies and practices related to homework, assignments, and missing work (Related to LCAP Goal 1: Graduates are college and career ready.)
- Develop a formal Certifications policy that outlines all expectations and requirements regarding the Certifications assessment system. This includes the development and whole staff usage of a Certification Data Tracking tool. (Related to LCAP Goal 1: Graduates are college and career ready.)
- Plan a wide range of professional development activities to support a broad range of needs amongst the staff (many new and veteran teachers with different PD needs). (Related to LCAP Goal 2: Students are proficient in state academic standards.)

### Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	We will maintain our baseline for graduation rate and 76.5% of the classes of 2016 and 2017 will graduate.	1: Graduates are college and career ready.	Develop a schoolwide instructional program to support the development of the Habits of Work. This includes establishing clear policies and practices related to homework, assignments, and missing work
<b>Post-Secondary Readiness:</b>	1) Formalize a alumni survey through which we gather information from students currently in college/career about skills gaps that have surfaced for them that we did not provide opportunity for addressing at Life. 2) In 2-16-2017 all students in grades 6-9 will grow their reading comprehension at minimum 1.5 years within one year.	2: Students are proficient in state academic standards.	Articulate formalized policies for school governance (Advisory Board, Leadership Team), including roles, responsibilities, and expectations for membership.
<b>Climate and Culture:</b>	1) 60% reduction in high school referrals. 40% reduction in middle school referrals. 2) An increase in graduation rate by 10% by the year 2019--a culture and climate goal because these students who are off track and struggle behaviorally have a significant impact on whole school C&C, and because how we support our most struggling/vulnerable students is representative of the culture we hope to cultivate for all students 3) 75% of high school grade level teams have a unifying vision and goals that drive their collective work; are expertly facilitated toward this vision and goals; self report growth in relational trust.	5: Students are engaged in school everyday.	Plan a wide range of professional development activities to support a broad range of needs amongst the staff (many new and veteran teachers with different PD needs).
<b>Rigorous Academics:</b>	In grades 6-9, 35% of students currently reading multiple years below grade level grow 2+ years in reading level. The remaining 65% of students reading multiple years below grade level grow 1.5 years in reading. All students will show growth.	4: English learners are reaching English fluency.	Develop a schoolwide instructional program to support the development of the Habits of Work. This includes establishing clear policies and practices related to homework, assignments, and missing work

### Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	<b>Graduation Rate</b>	All Students	76.5%	76.5%	1: Graduates are college and career ready.	On Track to Graduate

<b>Post-Secondary Readiness:</b>	<b>SRI</b>	All Students	42.4%	52.4%	2: Students are proficient in state academic standards.	SBAC ELA
<b>Climate and Culture:</b>	<b>Culture/Climate: Student</b>	All Students	10%	8%	5: Students are engaged in school everyday.	Social Emotional Learning
<b>Rigorous Academics:</b>	<b>SBAC ELA</b>	English Learners	10%	10%	4: English learners are reaching English fluency.	SRI

## School Theory of Action

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In the 2016-2017 school year Life Academy will pilot several new strategies and programs to support students growth and outcomes. We believe if we are to specifically focus on the literacy and language needs of students in grades 6-9 through the implementation of Leveled Literacy Intervention (LLI) groupings and Long Term English Learner (LTEL) classes using the English 3D curriculum, we can accelerate language and reading skills for all academic language learners, including long-term English language learners, advanced ELL/ELD students, and community dialect speakers. With the implementation of this multi-pronged literacy approach we will see gains in SRI, ELL reclassification and therefore in student performance across content areas. (Title 1/LCFF funded through salaries)

We will introduce a RJ facilitator/Case Manager to our staff in the 2016-2017 school year. Our data show that 96% of our referrals are made up of the same 15 students in grades 6-12. The restorative referral process, including communication to teachers and families, needs to be held by a single adult in a consistent and streamlined manner. Furthermore, these students have social emotional needs that extend beyond what an advisor can provide. This new staff member will support students more deeply, through weekly one on ones, through deepening relationships with them and their families, and through connecting these students to other supports for their development. With the implementation of this new strategy we hope that 100% of these Tier 3 students will pass 4/6 of the their classes and that 86% of them will graduate within four years. Furthermore, providing another adult who can develop relationships with kids and support them toward positive goals will take this work off the plate of the administrators, thereby having a ripple effect of freeing up more time for administrators to support teaching in learning. Increasing support of teachers through observation and coaching will then ideally impact increasing the engagement of all students. (Measure N Funded)

Finally, we have struggled this year with maintaining aligned grade level and department teams. The dysfunction of one grade level team (including an absence of trust, a fear of conflict, a lack of commitment, an avoidance of accountability and inattention to results) has had ripple effects across the school, and needs to be addressed in a clear manner next year. The support of an external consultant who will coach each member of the team on their classroom instruction and also facilitate all grade level meetings, will allow for there to be consistent support with clear outcomes of building a team that can focus on student achievement. (Measure N Funded)

## SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Instructional Improvement Strategy:</b>	We will have a continued and deepened focus on literacy through 1) continued professional development on cross-discipline literacy strategies, 2) an introduction of L-TEL / academic language and literacy classes in grades 6-8 and 3) the use of Leveled Literacy Intervention for our Tier 2 and Tier 3 students in grades 6-9.	In grades 6-9, 35% of students currently reading multiple years below grade level will grow 2+ years in reading level. The remaining 65% of students reading multiple years below grade level grow 1.5 years in reading. All students grades 6-12 will show growth. Measurements will vary depending on what tier student falls in (i.e. Tier 3 students will be measured through F&P, Tier 1 students will be measure through SRI).	Equity/Access/Achievement	Personalized Student Support
<b>Culture &amp; Climate Improvement Strategy:</b>	We will hire a Restorative Justice Coordinator/Case Manager to support the students who fall into Tier 3 for behavior reasons . This will have 2 major impacts. 1) Students will have a a consistent adult who will serve to support them by monitoring their behavior, holding them accountable to shifting their behaviors, consistently communicating with families and with teachers, and wrapping support around these young people. This will in turn, ideall lead to, over time, and increase in graduation rate of our most off-track students. 2) By taking the processing of referrals and the communicaiton and follow up required when there are disciplinary issues off of the plate of the principal, she can then have more protected time to speand in classrooms supporting the growth and development of teachers, especially around the developement of a cohesive multi-pronged literacy program. This will therefore have the indirect impact of supporting in our school goals around reading growth.	1) 60% reduction in high school referrals. 40% reduction in middle school referrals. 2) An increase in graduation rate by 10% by the year 2019--a culture and climate goal because these students who are off track and struggle behaviorally have a significant impact on whole school C&C, and because how we support our most sturggling/vulnerable students is representative of the culture we hope to cultivate for all students 3) 75% of high school grade level teams have a unifying vision and goals that drive their collective work; are expertly facilitated toward this vision and goals; self report gorwth in relational trust.	Personalized Student Support	School Leadership & School Vision
<b>Pathway Development/Implementation Strategy:</b>	It is clear from both student survey data as well as parent voice, that there is a desire for increase elective choice within our pathway.			


<p><b>New or Emerging Design Feature #1:</b></p>	<p>Implementation of an L-TEL curriculum within Life Skills in grades 6-10 and sharing of emergent strategies that are successful in these grades with upperlevel teachers through PD. 70% of staff members will engage in an EL shadowing experience so that we can all work to build out understanding of the needs of ELs.</p>	<p>In grades 6-9, 35% of students currently reading multiple years below grade level grow 2+ years in reading level. The remaining 65% of students reading multiple years below grade level grow 1.5 years in reading. All students will show growth.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Equity/Access/Achievement</p>
<p><b>New or Emerging Design Feature #2:</b></p>	<p>For the first time Life Academy will hire a RJ Coordinator/Case Manager to support our students who are tier 3 (both behaviorally as well as academically) in order to ensure successful progress toward academic and behavioral goals. In addition to supporting our Tier 3 students, this adult will also serve as a support to other students who are referred in order to ensure a consistent and systematic approach to student referral. Taking this off the plate of the administrators will also allow for more time to be spent focused on teaching and learning, thereby having positive ripple effects in other aspects of the work on site.</p>	<p>1) 60% reduction in high school referrals. 40% reduction in middle school referrals. 2) An increase in graduation rate by 10% by the year 2019--a culture and climate goal because these students who are off track and struggle behaviorally have a significant impact on whole school C&amp;C, and because how we support our most struggling/vulnerable students is representative of the culture we hope to cultivate for all students 3) 75% of high school grade level teams have a unifying vision and goals that drive their collective work; are expertly facilitated toward this vision and goals; self report growth in relational trust.</p>	<p>Personalized Student Support</p>	<p>Equity/Access/Achievement</p>
<p><b>New or Emerging Design Feature #3:</b></p>	<p>Implementation of Leveled Literacy Intervention in grades 6, 7, 8 and 9-10 in order to support reading growth. Continued integration of literacy strategies across all disciplines, and an inquiry focus on this in PD.</p>	<p>In grades 6-9, 35% of students currently reading multiple years below grade level grow 2+ years in reading level. The remaining 65% of students reading multiple years below grade level grow 1.5 years in reading. All students will show growth.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Personalized Student Support</p>
<p><b>Established Signature Element #1:</b></p>	<p>Life will continue to hold defenses at the 7, 8, 10 and 12 grade levels. These defenses of learning will continue to be cross-disciplinary integrated projects. Life will continue to use a certification model to ensure students can show mastery in content area units of study.</p>	<p>We will maintain our baseline for graduation rate and 76.5% of the classes of 2016 and 2017 will graduate.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p><b>Established Signature Element #2:</b></p>	<p>Life has significant grade level trips for all grade 6-12 that are strongly aligned with the Habits of Life and Work, and provide students with opportunities to engage with learning outside the classrooms walls.</p>	<p>We will maintain our baseline for graduation rate and 76.5% of the classes of 2016 and 2017 will graduate.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Personalized Student Support</p>

<b>Established Signature Element #3:</b>	100% of students at Life grades 8, 11 and 12 complete internships. In the later grades these are tailored to student interest.	We will maintain our baseline for graduation rate and 76.5% of the classes of 2016 and 2017 will graduate.	Program of Study & Master Scheduling	Personalized Student Support
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## SCHOOLWIDE PRACTICES

### **Select Key Practices:**

- All teachers participate in 3 staff retreats (August, January and June = additional 4 days of paid PD time).
- PD for the LTEL curriculum that will be implemented at the 6, 7, 8, and 9 grade levels.
- Creation of a literacy team (3-4 teachers) who will monitor the implementation of literacy pilots (L-TEL curriculum in Life Skills, and LLI)
- Professional development to deepen teachers' understanding of teaching reading in secondary, and cross content literacy strategies
- Summer leadership retreat for all members of the ILT and SPGC in order to build vision for pathway work in 2016-2017
- Addition of computer science classes at the 8th and 9th grades, with the intention of building out a strong CS pathway over time.
- All teachers will engage in one round of EL shadowing in the 2016-2017 school year.
- Implementation of LLI groups before and after school as well as embedded in the school day
- Class size reduction for grade 6 in order to provide strong differentiation, literacy instruction and transition from elementary supports
- Class size reduction for grade 9 in order to provide strong differentiation, literacy instruction and transition from middle school supports
- Family conferences for all students/families 2 times a year to review student academic and social emotional learning, as well as to set and revisit goals around literacy.
- Teacher inquiry will be continued to be supported through the LIGHT grant, and this inquiry will focus on the needs of English Learners
- The math department will participate in a lesson study that will allow them to reflect on best practices and analyze student data.
- Teachers running LLI groups (which are 4-5 students each) will be stipended to do so in a 0 period (from 7:15-8:00am) as well as after school (3:45-4:30pm)
- Grade level common planning time will be stipended for all teachers 1 time per week so that grade level teams will have time to come together and discuss student work related to literacy, as well as common literacy practices being used on the grade level.
- Continued class size reduction in grades 6 and 9 to help support all students, including low-performing students and GATE students.
- Alumni Survey to ensure clear feedback from our alumni in college around what at Life was most supportive of their current college level experiences, as well as what gaps they are experiencing.
- Providing mental health services to students through contracting with the Wright Institute for 5-8 intern psychologists as well as one supervisor.
- Providing refreshments for parent meetings.
- Bringing parents on a local college tour.

- Hiring of a RJ Coordinator/Case Manager to support Tier 3 students as well as process all high school referrals.
  - Leadership team retreat in August to support the development of a comprehensive literacy plan for 2016-2017, a strong PD calendar for the school year, and to build new structures to support this work for the following school year.
  - Mid year retreat for leadership team to discuss mid year school data on student performance and adult culture
  - Overnight college tour and group retreat for all 9th graders with a 2.0 and below.
  - In grades 9 and 10, support and facilitation from coach in order to create and work toward common vision and clear benchmark goals. Coach will also support each teacher in developing their practice, and serve as an TGDS alternate observer.
  - ILT will engage in walkthroughs of 4-6 classrooms each week and hold conversations about school wide literacy and language practice in order to continuously bolster support and understanding of this work at the site.
  - A literacy team will be established in order to track the two pilots: LLI groups and the LTEL class. This team will routinely analyze data from these efforts and make refinements to the approach in order to increase the impact on student learning.
- 



Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$300,745.66	21st Century	Contracting with afterschool programming provider, Alternatives In Action	After school program	A1.6: After School Programs	5825	n/a	n/a	n/a	335-1	335
\$129,043.06	After School Education & Safety (ASES)	Contracting with afterschool programming provider, Alternatives In Action	After school program	A1.6: After School Programs	5825	n/a	n/a	n/a	335-2	335
\$12,676.86	General Purpose Discretionary	Hire a teacher	A literacy team will be established in order to track the two pilots: LLI groups and the LTEL class. This team will routinely analyze data from these efforts and make refinements to the approach in order to increase the impact on student learning.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2351	0.2	335-3	335
\$5,000.00	General Purpose Discretionary	Conference Expense for teacher professional development	We will have a continued and deepend focus on literacy through 1) continued professional development on cross-discipline literacy strategies, 2) an introduction of L-TEL / academic language and literacy classes in grades 6-8 and 3) the use of Leveled Literacy Intervention for our Tier 2 and Tier 3 students in grades 6-9.	A3.4: Teacher Professional Development focused on Literacy	5220	n/a	n/a	n/a	335-4	335
\$2,000.00	General Purpose Discretionary	Grade level trips	Life has significant grade level trips for all grade 6-12 that are strongly aligned with the Habits of Life and Work, and provide students with opportunities to engage with learning outside the classrooms walls.	A2.2: Social Emotional Learning	5624	n/a	n/a	n/a	335-5	335
\$3,000.00	General Purpose Discretionary	Interprogram Postage	General program support	A1.3: A-G Completion	5724	n/a	n/a	n/a	335-6	335
\$10,000.00	General Purpose Discretionary	Grade level trips	Life has significant grade level trips for all grade 6-12 that are strongly aligned with the Habits of Life and Work, and provide students with opportunities to engage with learning outside the classrooms walls.	A2.2: Social Emotional Learning	5829	n/a	n/a	n/a	335-7	335
\$10,000.00	General Purpose Discretionary	To purchase SSR books for our library, as well as texts for students in Humanities classes.	We will have a continued and deepend focus on literacy through 1) continued professional development on cross-discipline literacy strategies, 2) an introduction of L-TEL / academic language and literacy classes in grades 6-8 and 3) the use of Leveled Literacy Intervention for our Tier 2 and Tier 3 students in grades 6-9.	A1.3: A-G Completion	4200	n/a	n/a	n/a	335-8	335
\$31,000.00	General Purpose Discretionary	Supplies	General program support	A1.3: A-G Completion	4310	n/a	n/a	n/a	335-9	335
\$4,000.00	General Purpose Discretionary	ID Badges	General program support	A1.3: A-G Completion	4340	n/a	n/a	n/a	335-10	335
\$10,000.00	General Purpose Discretionary	To support safe school environment through uniforms in grade 6-8	General program support	A5.1: School Culture & Climate (Safe & Supportive Schools)	4380	n/a	n/a	n/a	335-11	335
\$23,155.15	General Purpose Discretionary	Surplus to be used most likely for basic school supplies.	n/a	n/a	4399	n/a	n/a	n/a	335-12	335
\$10,000.00	General Purpose Discretionary	Stipends for teachers for extended time in intervention	Implementation of Leveled Literacy Intervention in grades 6, 7, 8 and 9-10 in order to support reading growth. Continued integration of literacy strategies across all disciplines, and an inquiry focus on this in PD.	A3.2: Reading Intervention	1120	n/a	n/a	n/a	335-13	335
\$2,000.00	General Purpose Discretionary	To provide substitutes for teachers who are attending PD or so that teachers can observe on another.	Professional development to deepen teachers understanding of teaching reading in secondary, and cross content literacy strategies	A3.4: Teacher Professional Development focused on Literacy	1150	n/a	n/a	n/a	335-14	335
\$23,202.69	LCFF Concentration	Hire a teacher	Continued class size reduction in grades 6 and 9	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2354	0.39	335-15	335
\$1,797.31	LCFF Concentration	Surplus	n/a	n/a	4399	n/a	n/a	n/a	335-16	335
\$68,748.25	LCFF Supplemental	Hire a teacher	Continued class size reduction in grades 6 and 9	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.8	335-17	335
\$85,935.32	LCFF Supplemental	Hire a teacher	Class size reduction for grade 6 in order to provide strong differentiation, literacy instruction and transition from elementary supports	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	1	335-18	335
\$25,353.71	LCFF Supplemental	Hire a teacher	Class size reduction for grade 6 in order to provide strong differentiation, literacy instruction and transition from elementary supports	A2.7: Class Size Reduction	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2351	0.4	335-19	335
\$17,187.07	LCFF Supplemental	Supplies	General program support	A1.3: A-G Completion	4310	n/a	n/a	n/a	335-20	335

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$35,201.62	LCFF Supplemental	Surplus	n/a	n/a	4399	n/a	n/a	n/a	335-21	335
\$20,000.00	LCFF Supplemental	Teachers Salaries Stipends	Professional development to deepen teachers understanding of teaching reading in secondary, and cross content literacy strategies	A3.4: Teacher Professional Development focused on Literacy	1120	n/a	n/a	n/a	335-22	335
\$2,569.00	Measure G (TGDS)	Stipends for Alternate Observers for TGDS (who will also be ILT members)	ILT will engage in walkthroughs of 4-6 classrooms each week and hold conversations about school wide literacy and language practice in order to continuously bolster support and understanding of this work at the site.	A2.6: Teacher Evaluation	4399	n/a	n/a	n/a	335-23	335
\$14,000.00	Measure G (TGDS)	Stipends for Alternate Observers for TGDS (who will also be ILT members)	ILT will engage in walkthroughs of 4-6 classrooms each week and hold conversations about school wide literacy and language practice in order to continuously bolster support and understanding of this work at the site.	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	335-24	335
\$72,704.54	Measure N Parcel Tax	Case Manager to support tier 3/"high risk" students	We will hire a Restorative Justice Coordinator/Case Manager to support the students who fall into Tier 3 for behavior reasons . This will have 2 major impacts. 1) Students will have a consistent adult who will serve to support them by monitoring their behavior, holding them accountable to shifting their behaviors, consistently communicating with families and with teachers, and wrapping support around these young people. This will in turn, ideally lead to, over time, and increase in graduation rate of our most off-track students. 2) By taking the processing of referrals and the communication and follow up required when there are disciplinary issues off of the plate of the principal, she can then have more protected time to spend in classrooms supporting the growth and development of teachers, especially around the development of a cohesive multi-pronged literacy program. This will therefore have the indirect impact of supporting in our school goals around reading growth.	A2.2: Social Emotional Learning	n/a	CASE MANAGER	20CSEM9999	0.8	335-25	335
\$30,000.00	Measure N Parcel Tax	Non-Contract Services: coach and facilitator for grade level team	In grades 9 and 10, support and facilitation from coach in order to create and work toward common vision and clear benchmark goals. Coach will also support each teacher in developing their practice, and serve as an TGDS alternate observer.	A2.1: Implementation of CCSS & NGSS	5825	n/a	n/a	n/a	335-26	335
\$17,000.00	Measure N Parcel Tax	Rentals Facility for school retreats	All teachers participate in 3 staff retreats (August, January and June = additional 4 days of paid PD time);	A2.5: Teacher Professional Development for CCSS & NGSS	5624	n/a	n/a	n/a	335-27	335
\$184,892.96	Measure N Parcel Tax	Surplus funds to be allocated in Fall 2016	n/a	n/a	4399	n/a	n/a	n/a	335-28	335
\$85,000.00	Measure N Parcel Tax	Teachers Salaries Stipends for grade level team leads, department leads, ILT and governance committee members	We will have a continued and deepend focus on literacy through 1) continued professional development on cross-discipline literacy strategies, 2) an introduction of L-TEL / academic language and literacy classes in grades 6-8 and 3) the use of Leveled Literacy Intervention for our Tier 2 and Tier 3 students in grades 6-9.	A2.1: Implementation of CCSS & NGSS	1120	n/a	n/a	n/a	335-29	335
\$70,110.00	Partnership Academy	Academy including supplies for academy classes, academy teacher planning stipends, transportation for students to internships, academy retreats, and the CPA conference.	100% of students at Life grades 8, 11 and 12 complete internships. In the later grades these are tailored to student interest.	A1.1: Pathway Programs	4399	n/a	n/a	n/a	335-30	335
\$28,560.00	Program Investment	Surplus funds to be allocated in Fall 2016	n/a	n/a	4399	n/a	n/a	n/a	335-31	335
\$23,797.63	Title I Basic	Hire a teacher	We will have a continued and deepend focus on literacy through 1) continued professional development on cross-discipline literacy strategies, 2) an introduction of L-TEL / academic language and literacy classes in grades 6-8 and 3) the use of Leveled Literacy Intervention for our Tier 2 and Tier 3 students in grades 6-9.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2354	0.4	335-32	335

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$25,353.71	Title I Basic	Hire a teacher	We will have a continued and deepend focus on literacy through 1) continued professional development on cross-discipline literacy strategies, 2) an introduction of L-TEL / academic language and literacy classes in grades 6-8 and 3) the use of Leveled Literacy Intervention for our Tier 2 and Tier 3 students in grades 6-9.	A3.2: Reading Intervention	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2351	0.4	335-33	335
\$18,000.00	Title I Basic	Consultants: Alternatives In Action for after school programming	After school program	A1.6: After School Programs	5825	n/a	n/a	n/a	335-34	335
\$15,000.00	Title I Basic	Non-Contract Services	General program support	A1.3: A-G Completion	5826	n/a	n/a	n/a	335-35	335
\$34.34	Title I Basic	Surplus funds to be allocated by SSC in Fall 2016	n/a	n/a	4399	n/a	n/a	n/a	335-36	335
\$12,500.00	Title I Basic	Teachers Salaries Stipends	Professional development to deepen teachers understadning of teaching reading in secondary, and cross content literacy strategies	A3.4: Teacher Professional Development focused on Literacy	1120	n/a	n/a	n/a	335-37	335
\$1,000.00	Title I Parent Participation	Bus for parent tour of local colleges and universities	Bringing parents on a local college tour.	A6.1: Parent / Guardian Leadership Development	5826	n/a	n/a	n/a	335-38	335
\$700.00	Title I Parent Participation	Coordination of parent activities	Additional parent engagement activities	A6.5: Academic Parent-Teacher Communication & Workshops	2225	n/a	n/a	n/a	335-39	335
\$160.17	Title I Parent Participation	Supplies for parent tour of local colleges and universities	Bringing parents on a local college tour.	A6.1: Parent / Guardian Leadership Development	4310	n/a	n/a	n/a	335-40	335
\$500.00	Title I Parent Participation	Refreshments for parent engagement meetings	Providing refreshments for parent meetings.	A6.1: Parent / Guardian Leadership Development	4311	n/a	n/a	n/a	335-41	335

## **Life Academy Home to School Compact 2015-16**

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed to the best of my ability.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform and dress code policy.
- Regularly talk to my parents and my teachers about my progress in school.
- Know how to and will regularly track my progress and grades using Jupiter Grades.
- Respect my school, classmates, staff, and family.
- Uphold the Habits of Life and Habits of Work and ensure that I demonstrate that I
  - LOVE LEARNING and recognize that education is my passport to my future.
  - Have a high level of INTEGRITY in all that I do.
  - Am FEARLESS about my education and being a strong upstanding member of my community.
  - Show EMPATHY for others that can be demonstrated through my actions.
- Advocate for my own learning and ask for help when I need it.
- Not participate in bullying of any type including cyberbullying (Facebook), texting, etc.
- Help to build and maintain the culture of learning and respect at Life Academy by respecting myself and all other people around me.

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Student signature

## **Life Academy Home to School Compact 2015-16**

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and video game playing to make sure that my child reads every day and completes homework.
- Monitor my child's online profile to ensure that the students does not engage in cyber bullying.
- Make sure that my child attends school every day, on time, and with homework completed.
- Schedule vacations and appointment so that students do not miss school.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school by using Jupiter Grades and communicating with my child's teacher.
- Make every effort to attend school events, such as parent-teacher conferences, parent academy meetings, Open House and Back-to-School Night, defenses, etc.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Volunteer to participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

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Family member signature

# **Life Academy**

## **Home to School Compact 2015-16**

As a teacher I will:

### **Teacher as Curriculum Developer and Classroom Teacher**

- Create units of study that support Life Academy's vision for academic excellence that includes:
  - Certifications as a measure of student mastery.
  - Project based and problem based learning that incorporates that Habits of Mind as an essential indicator of student success.
  - Integrate reading strategies into lessons to support literacy across the curriculum.
  - Actively use formative assessment to allow for differentiation, personalization, and scaffolding for students.
  - Use of cooperative learning structures within the classroom to support student dialogue about topics and standards.
  - Creating a curriculum and series of certifications that provide students the opportunity to master 80% of the standards in a given content area.
  - Support the theme of the school through the integration of Health, Medicine, and Science into curricular units.
- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Teach and involve students in classes that are interesting and challenging.

### **Teacher as Life-long Learner**

- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Participate in the planning and facilitation of teacher lead professional development.
- Actively participate in staff retreats to foster a deep level of reflection and planning while supporting the implementation of the school vision.
- Participate in shared decision making with other staff and families for the benefit of students.

### **Teacher as Advisor**

- Mentor, advise, and support a group of advisees to graduate on time and transition into college and/or careers.
- Evaluate advisees major defenses including Firewalks, 10<sup>th</sup> Grade Defenses, and Senior Defenses.
- Endeavor to motivate my students to learn.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide assistance to families on what they can do to support their child's learning.
- Respect the school, staff, students, and families.

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Teacher signature

We make a commitment to work together to carry out this agreement.

# **Life Academy of Health and Bioscience**

## **Title I School Parental Involvement Policy 2015-2016**

**All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.**

### **Involvement of Parents in the Title I Program**

*Life Academy of Health and Bioscience* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.
  5. The parents will have multiple opportunities to engage in the school planning through the Parent Academy, SSC Meetings, Local Organizing Committee Meetings, etc.
- Offer a flexible number of meetings for parents. In addition to the SSC meetings that happen monthly, parents will also have the opportunity to participate in other school wide events. In addition, the school leadership team will analyze data that is collected via parent surveys.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. As a Title 1 School, all parents are constantly engaged in the dialogue and planning of the school activities.
- Provides parents of Title I students with timely information about Title I programs. Life Academy uses bulletins, the phone system, and community meetings as opportunities to share about Title I programs.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents have the opportunity to meet with the students academic advisor yearly during our parent conferences. 11<sup>a</sup> and 12<sup>a</sup> grade students will have 2 meetings to discuss data and provide goal setting opportunities for the families.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Life Academy staff will meet with families upon request to discuss all

decisions related to the students education include socio-emotional issues, discipline, and academic achievement.

### **School-Parent Compact**

*Life Academy of Health and Bioscience* has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

#### **School Responsibilities: Life Academy of Health and Bioscience will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**  
*The staff at Life Academy is dedicated to providing quality instruction for the students. Teachers have designed core certifications for each course that are used to assess student growth. These certifications have been culled from the California standards and teachers have created authentic assessments in order to track student progress. This data will be correlated with CST and CAHSEE data in order to validate the academic program of the school.*
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**  
*Conferences will be held at least 1x/year and will include the participation of parent, student, and Advisor. The first parent-student-family contracts will be distributed. When necessary, additional conferences will be held to support the student's academic growth.*
- 3. Provide parents with frequent reports on their children's progress.**  
*Life Academy and our parent leaders will support our parents to get access to Jupiter Grades so that parents can get weekly updates to their students grades, assignments and course progress. If parents opt into the online program, they will receive updates in their home language. The Family Resource center will provide training for families so that they can access the online grading program.*
- 4. Provide parents reasonable access to staff.**  
*Staff are regularly available before school, during lunch, after school, and during Conference Periods to meet with parents as needed. Appointments can be scheduled by contacting the main number (510) 510.534.0280 or by contacting the teacher/Advisor directly if contact information has been made available. Most conferences take place at Life Academy. When circumstances require it, staff will meet with parents at their homes or other agreed upon location.*



**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

*Parents may volunteer, participate, and observe classroom activities whenever they are available. This is strongly encouraged at Life Academy as parents are seen as essential partners. Life Academy parents support the morning breakfast program, lunch supervision, and an active safety patrol that creates safe zones for students to come to school.*

**Parent Responsibilities –**

**We, as parents will support our children's learning in the following ways:**

<i>1. I will send my child to school on time every day.</i>
<i>•I will make sure that my child gets adequate sleep and has a healthy diet. I understand that Life Academy provides free breakfast and lunch for all students.</i>
<i>•I will provide a quiet place and time for my child to do homework, and I will review the homework.</i>
<i>•I will promptly respond to messages from my child's school.</i>
<i>•I will attend Back to School Night, Parent-Advisor –Student Conferences, Open House, Exhibition Nights, Certification Defenses, and other school events.</i>
<i>•I will help my child's school however possible.</i>
<i>•I will sign in at the office when visiting my child's school.</i>
<i>•I will read to my child or have my child read for at least 20 minutes every day.</i>
<i>•In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected.</i>
<i>•I will limit the amount my child watches television.</i>
<i>• I will limit taking vacations when school is in session.</i>
<i>•I will support the dress code and school rules.</i>
<i>•I will take notice of progress reports and sign them to maintain communication with the school.</i>

## **Building Parent Capacity for Involvement**

*Life Academy of Health and Bioscience* engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress

This will happen through a structured "Parent Academy" program that is designed around these themes. The school will include speakers, trainings, and opportunities for parents to network and discuss school issues.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Alternatives in Action and East Bay Consortium will support families by providing evening workshops for families. Life Academy will explore funding for a Family Resource Center.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Parent coordinators for the school site will be included in the Life Academy staff retreats and provide feedback to administration and teaching staff.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. As long as funding is available, Life Academy will staff a parent whose role will be to specifically build community participation.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Life Academy will provide translation services for students and families as long as the resources are available to the school community.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. Life Academy will regular communication and access to families to support ideas and programs supported by parents.

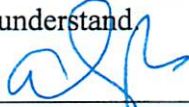
## Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Life Academy will provide translation services for parents and community members for major events as long as resources are available.

## Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by SSC minutes that outline the schools process.

This policy was adopted by Life Academy of Health and Bioscience School Site Council on September 23, 2015 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children and families. It will be made available to the local community as well. The Life Academy of Health and Bioscience's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



\_\_\_\_\_  
(Principal's Signature)

9/23/15

\_\_\_\_\_  
(Date)

## School Site Council Membership Roster – High School

**School Name: Life Academy of Health and Bioscience      School Year : 2015-16**

<b>Chairperson : Toai Dao</b>	<b>Vice Chairperson: Jie Ying Wu Dang</b>
<b>Secretary: Nancy Gomez</b>	<b>DAC Representative: John Moore</b>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Toai Dao	2101 35 <sup>th</sup> Ave. Oakland, CA 94601		X			
Jane Lee	2101 35 <sup>th</sup> Ave. Oakland, CA 94601		X			
Amanda Issa	2101 35 <sup>th</sup> Ave. Oakland, CA 94601		X			
Yuji Okamura	2101 35 <sup>th</sup> Ave. Oakland, CA 94601		X			
Jie Ying Wu Dang	2101 35 <sup>th</sup> Ave. Oakland, CA 94601					X
Elizabeth Padilla	2101 35 <sup>th</sup> Ave. Oakland, CA 94601					X
Veronica Lopez	2101 35 <sup>th</sup> Ave. Oakland, CA 94601					X
Amy Chu	2101 35 <sup>th</sup> Ave. Oakland, CA 94601				X	
Santos Serrano	2101 35 <sup>th</sup> Ave. Oakland, CA 94601				X	
Nancy Gomez	2101 35 <sup>th</sup> Ave. Oakland, CA 94601				X	
Venus Mesui	2101 35 <sup>th</sup> Ave. Oakland, CA 94601			X		
Aryn Bowman	2101 35 <sup>th</sup> Ave. Oakland, CA 94601	X				
<b>DAC Representative</b>						
John Moore	2101 35 <sup>th</sup> Ave. Oakland, CA 94601				X	
Home Ph.	Email:					

<b>Meeting Schedule</b>	<b>First Monday of Every Month, 4:15-5:30, Conference Room</b>
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**SSC Legal Requirements:**

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site

