

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

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 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
- After School Education and Safety (ASES)
- Measure N
- 21<sup>st</sup> Century Learning

**Recommendation:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for LIFE Academy.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## **2017-2018 Single Plan for Student Achievement (SPSA)**

**School:** LIFE Academy  
**CDS Code:** 1612590130575  
**Principal:** Aryn Bowman  
**Date of this revision:** 6/6/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

**Contact:** Aryn Bowman  
**Address:** 2101 35th Avenue  
Oakland, CA 94601

**Position:** Principal  
**Telephone:** 510-534-0282  
**Email:** [aryn.bowman@ousd.org](mailto:aryn.bowman@ousd.org)

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 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                        | <input type="checkbox"/> School Improvement Grant (SIG) |

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, 2017

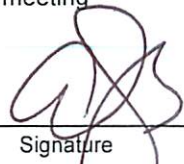
6. The public was alerted about the meeting(s) through one of the following:

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) <i>robo call</i> |
|--|--|---|

**Signatures:**

Aryn Bowman

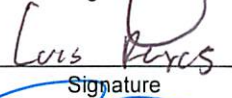
School Principal

  
Signature

3/1/17  
Date

Luis Reyes

Luis Reyes, SSC Chairperson

  
Signature

3/1/17  
Date

Preston Thomas

Network Superintendent

  
Signature

5/19/19  
Date

Marcus Silvi

Coordinator, Office of Accountability Partners

  
Signature

5/25/17  
Date

## 2017-18 SPSA ENGAGEMENT TIMELINE

**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, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/10/17	Parent Academy	Family meeting to describe all of the signature practices embedded within this year's SPSA and changes for 17-19 within our program.
5/15/17	Instructional Leadership Team	Review/updates of all the signature practices embedded within this year's SPSA and changes for 17-19 within our program.
4/27/17	SSC	SSC meeting to review final SPSA and integrate final input and vote to accept.
4/17/17	Instructional Leadership Team	Review/updates of all the signature practices embedded within this year's SPSA and changes for 17-19 within our program.
3/23/17	SSC	SSC meeting
5/10/17	Parent Academy	Family meeting to describe all of the signature practices embedded within this year's SPSA and changes for 17-19 within our program.
1/19/17	SSC	Discussion of OUSD's budget situaiton, continued discussion of how to move school forward through focal areas.
11/17/16	SSC	Voting on areas of focus of the SPSA
10/20/16	SSC	Review of fall SRI, SBAC data, discussion on areas of strenght and areas of need/focus
9/22/16	SSC	Review of SPF data, discussion on areas of strenght and areas of need/focus

## 2017-2018 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$121,082.67	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$253,254.18	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$50,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$128,709.61	TBD
<b>TOTAL:</b>	<b>\$553,046.45</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$79,905.03	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,675.91	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$82,076.03	TBD
<b>TOTAL:</b>	<b>\$164,656.97</b>	<b>\$0.00</b>

## PART 1: ABOUT THE SCHOOL

### 1A. School Description

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Do you love science? Are you thinking of working in the medical field one day? Do you think you would do well at a small school with a family-like feel where all adults on campus know how to best support you? Then Life Academy is the school for you! Established in 2001, Life Academy is one of the last small public schools in OUSD for grades 6-12. Located in the San Antonio neighborhood, Life Academy provides students with a rigorous academic experience focused on Health and Bioscience. We aim to prepare students to become future health professionals and are committed to providing authentic learning experiences through summer programs, project-based learning, field trips, and an extensive internship program focused on health and science. At Life Academy, all 8th, 11th and 12th graders participate in an internship with a health and bioscience focus. Furthermore, we partner with the Peralta Colleges to provide a Medical Assisting program where students can earn an MA certificate and receive college credit. Our students find it very useful, as they can work as an MA and go to college at the same time. At the heart of our program, however, is Advisory. Every student is paired with an Advisor that they meet with twice a day. Advisors are the students' primary advocates on campus; they communicate with other teachers and make sure that parents are informed. Many students say that their Advisory is like family. It is this type of caring and loving community that we aim to create in order to ensure that our students are successful in their lives after Life. We are excited to welcome you into our Life Academy family!

### 1B. School Mission and Vision

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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.

### 1C. School Multi-Year WASC Goals

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*Length of WASC Accreditation:* 6 years

*Last WASC Self-Study:* 2016-17

*Next Self-Study:* 2022-23

#### School WASC Goal:

Continue to increase the capacity of faculty and staff to collect, disaggregate and analyze student performance data (including common assessments, classroom data, and external assessments such as SBAC) in order to make informed instructional decisions in the implementation of rigorous Standards-based curriculum, instruction, assessment and accountability strategies in the classrooms.

Continue to systematically collect and analyze school climate and culture data as well as collect data on graduates' post-secondary academic activities in order to discern the effectiveness of Life Academy's academic programs.

Elevate the capacity of faculty and staff to develop and implement strategies to improve academic achievement of all students in English Language Arts and Mathematics as measured by external assessments.

Look to refine system of analyzing transcripts to more effectively intervene with students in the earlier grades in order to keep them on track for graduation.

#### Associated LCAP Goal:

2: Students are proficient in state academic standards.

1: Graduates are college and career ready.

3: Students are reading at or above grade level.

1: Graduates are college and career ready.

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## PART 2: NEEDS ASSESSMENT

### 2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
<b>Graduate Outcomes</b>	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.	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.
<b>Post-Secondary Readiness</b>	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.	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 style="text-align: center;"><b>Climate and Culture</b></p>	<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 style="text-align: center;"><b>Rigorous Academics</b></p>	<p>Our reclassification rate last year for ELs was 37.9%, a strong rate representing significant growth. Qualitatively, in all classrooms at Life students 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>



<b>Pathway Development</b>	Life has 100% pathway participation in grades 10-12.	In 2017-2018 we will create a clear second pathway within our academy: behavioral health. Students will select either the medical/clinical pathway and take Medical Assisting in their senior year, or they will select behavioral health and take a semester long dual enrolled Psychology 101 and semester long AP Psychology class. In order to develop these pathways we will partner with our FACES coordinator, Eric Waters, who will also teach the behavioral health pathway courses. Through this partnership we aim to develop and strengthen our preparation of students who are interested in the fields within behavioral health and social work.
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**2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges**

<b>Focal Area</b>	<b>Highest Leverage Challenge</b>	<b>Root Cause Analysis of Highest Leverage Challenge</b>	<b>Linked Learning Criteria</b>
<b>Graduate Outcomes</b>	We have high percentages of students in grade 9-12 who are off track for on time high school graduation.	Until last school year, Life Academy did not have 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(as). 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.	Program of Study & Master Scheduling

<p><b>Post-Secondary Readiness</b></p>	<p>Our reading scores across the grade levels have increased and are growing more evenly now due to our intentionality and focus. A persistent challenge is students coming in reading far below grade level, and support their acceleration as readers will remain a challenge and an essential part of our work. An added important goal is to support students in strengthening their math skills so that they can meet benchmarks in external math assessments such as the SBAC, PSAT and SAT.</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. 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. In math, our students have assets including their ability to talk about math and justify and explain their thinking. Data does show us that there is a needed focus on students computational mathematical skills, Algebra readiness as well as readiness for Algebra 2 as demonstrated by mastery of Algebra 1 content. Additionally, We have no formal, systematized way to gather data/feedback from our alumni who are in college/university to ensure that we are using their feedback and experience to inform what we are doing now.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>
<p><b>Climate and Culture</b></p>	<p>Support for our LTELs and ELs continues to be a needed area of focus and support, as the SPF highlights for us that this subgroup lags behind their peers. Our current interventions (E3D as well as LLI) are support growth, and these will continue to be interventions worth investment. We also need to focus on math, as only 14/68 students in our 10th grade hit the PSAT benchmark in math (as compared to 24/68 in ELA). This demonstrates a need for us to focus on math skills and habits of mind that will support students in feeling prepared for external assessments.</p>	<p>Based on last year's root cause analysis, using Measure N Life Academy brought on a Case Manger last year to support in our RJ systems and in referral processes for students. This has greatly supported students in changing behavior in the high school through consistent adult intervention, support and communication.</p> <p>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 in the middle school. We therefore still have a lack of school wide consistency around discipline in grades 6-8.</p> <p>In all grades there is still a disproportionate number of students with IEPs receiving referrals.</p>	<p>Equity/Access/Achievement</p>

<p><b>Rigorous Academics</b></p>	<p>Support for our LTELs and ELs continues to be a needed area of focus and support, as the SPF highlights for us that this subgroup lags behind their peers. Our current interventions (E3D as well as LLI) are support growth, and these will continue to be interventions worth investment. We also need to focus on math, as only 14/68 students in our 10th grade hit the PSAT benchmark in math (as compared to 24/68 in ELA). This demonstrates a need for us to focus on math skills and habits of mind that will support students in feeling prepared for external assessments.</p>	<p>ELA teachers integrate multiple opportunities for all domains of literacy but until this year there was no specific attention paid to the specialized needs of ELs/LTELs. In math, due to the core value of de-tracking/maintaining heterogeneous classes there has not been opportunity to differentiate based on student mastery. Therefore, students who have yet to master the prerequisite skills of Alg 1 have been promoted to Alg 2 without the needed foundation.</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p><b>Pathway Development</b></p>	<p>Building a strong behavioral health pathway within our academy. Continuing our medical pathway and strengthening it through continued thematic approaches in grades 6-12 including supporting refinement of 6th and 10th grade defenses to support the pathway theme.</p>	<p>Not all students are interested in the medical assisting program, which leads us to the conclusion that we need to both 1) strengthen the lead up to our pathway theme in grades 6-9 and 2) provide a related by differentiated theme in behavioral health</p>	<p>Program of Study &amp; Master Scheduling</p>

**2C. Current Strategy Analysis**

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
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<p><b>Schoolwide Instructional Improvement Strategy:</b></p>	<p>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.</p>	<p>Yes</p>	<p>Yes</p>	<p>We have allocated resources in order to provide for 14 sections of LLI serving 70 students in grade 6-12. Students are on track to make 2 years of growth in reading in this school year. We have allocated resources in order to provide 4 sections of English 3D, and the quantitative results of this vary by teacher. With both interventions, effectiveness is dependent on teacher quality.</p>
<p><b>Culture &amp; Climate Improvement Strategy:</b></p>	<p>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 development of a cohesive multi-pronged literacy program. This will therefore have the indirect impact of supporting in our school goals around reading growth.</p>	<p>Yes</p>	<p>Yes</p>	<p>In 2015-2016 we did not collect quantitative data on referrals and so measuring the impact of our case manager on behavior is not pinned to concrete data. However, there is now a strong, consistent adult who is supporting our tier 3 students in shifting their behavior. Administration spend less time managing low level student behavior and more time in classrooms and having instructionally focused conversations with teachers.</p>
<p><b>Pathway Development Strategy:</b></p>	<p>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>	<p>Not Yet</p>	<p>Not Yet</p>	<p>In order to move toward more elective choice without significant tracking, we will need to change our schedule into an A-B block. We have a plan to move this forward for piloting in the 17-18 school year.</p>
<p><b>Design Feature #1 (New/Emerging):</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>Not Yet</p>	<p>Not Yet</p>	<p>This is not happening yet. EL Shadowing is set up for February 2017.</p>

<b>Design Feature #2 (New/Emerging):</b>	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.	Yes	Yes	In 2015-2016 we did not collect quantitative data on referrals and so measuring the impact of our case manager on behavior is not pinned to concrete data. However, there is now a strong, consistent adult who is supporting our tier 3 students in shifting their behavior. Administration spend less time managing low level student behavior and more time in classrooms and having instructionally focused conversations with teachers.
<b>Design Feature #3 (New/Emerging):</b>	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.	Yes	Yes	We have allocated resources in order to provide for 14 sections of LLI serving 70 students in grade 6-12. Students are on track to make 2 years of growth in reading in this school year.
<b>Signature Element #1 (Established):</b>	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.	Yes	Not Yet	In progress.
<b>Signature Element #2 (Established):</b>	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.	Yes	Yes	In progress.
<b>Signature Element #3 (Established):</b>	100% of students at Life grades 8, 11 and 12 complete internships. In the later grades these are tailored to student interest.	Yes	Yes	In progress.

### PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
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<p><b>Graduate Outcomes</b></p>	<p>We will maintain our baseline for graduation rate and 85% of the classes of 2017 and 2018 will graduate.</p>	<p>Graduation Rate</p>	<p>All Students</p>	<p>0.85</p>	<p>0.85</p>	<p>0.85</p>	<p>Look to refine system of analyzing transcripts to more effectively intervene with students in the earlier grades in order to keep them on track for graduation.</p>
<p><b>Post-Secondary Readiness</b></p>	<p>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) All students in grades 6-9 will grow their reading comprehension at minimum 1.5 years within one year.</p>	<p>SRI</p>	<p>All Students</p>	<p>0.36</p>	<p>0.4</p>	<p>0.45</p>	<p>Continue to increase the capacity of faculty and staff to collect, disaggregate and analyze student performance data (including common assessments, classroom data, and external assessments such as SBAC) in order to make informed instructional decisions in the implementation of rigorous Standards-based curriculum, instruction, assessment and accountability strategies in the classrooms.</p>

<p><b>Climate and Culture</b></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>Office Referrals</p>	<p>All High School Students</p>	<p>142</p>	<p>113</p>	<p>57</p>	<p>Continue to systematically collect and analyze school climate and culture data as well as collect data on graduates' post-secondary academic activities in order to discern the effectiveness of Life Academy's academic programs.</p>
<p><b>Rigorous Academics</b></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>SRI</p>	<p>All Students</p>	<p>0.36</p>	<p>0.38</p>	<p>0.4</p>	<p>Elevate the capacity of faculty and staff to develop and implement strategies to improve academic achievement of all students in English Language Arts and Mathematics as measured by external assessments.</p>

<p><b>Pathway Development</b></p>	<p>We will develop a behavioral health course sequence for seniors that includes courses in AP Psychology as well as ap psychology 101 as a dual enrolled class.</p>	<p>College Level Courses</p>	<p>All Students</p>	<p>0.13</p>	<p>0.165</p>	<p>0.2</p>	<p>Elevate the capacity of faculty and staff to develop and implement strategies to improve academic achievement of all students in English Language Arts and Mathematics as measured by external assessments.</p>
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<p><b>PART 4: STRATEGIES</b></p>			
<p><b>Major Improvement Strategies</b></p>		<p><b>1st Linked Learning Implementation Criteria</b></p>	<p><b>2nd Linked Learning Implementation Criteria</b></p>
<p><b>Schoolwide <u>Language &amp; Literacy</u> Improvement Strategy:</b></p>	<p>We will continue to offer sections of Leveled Literacy Intervention (LLI) and English 3D (a specific English Language Development course) to students in need of lanuage and literacy support: English Langauge Learners, African American and Latino students. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p><b>Schoolwide <u>Mathematics</u> Improvement Strategy:</b></p>	<p>Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math. These interventions and classes will support African American and Latino students.</p>	<p>Equity/Access/Achievement</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>
<p><b>Culture &amp; Climate/SEL Improvement Strategy:</b></p>	<p>We will continue to fund a Case Manager to support in holding the RJ work at the high school level. We will seek to partially find a RJ facilitator for the middle school through grant money as well as Measure G1 funds. We will continue to fund external PD to support stregtening the skills sets of the members of the RJ team, and when needed to support external workshop providers (i.e. for trauma informed teaching, etc). We will continue to fund Wrights Institute to provide social emotional support for all students in need of group or indiidual therapy. All of these supports will focus on African American and Latino students.</p>	<p>Personalized Student Support</p>	<p>Equity/Access/Achievement</p>



<b>Pathway Development/ Implementation Strategy:</b>	We will develop a behavioral health course sequence for seniors targeting all students, including GATE students. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	Program of Study & Master Scheduling	Work-Based Learning
<b>Measure N Design Features</b>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Measure N Design Feature #1:</b>	RJ Case Manager to support Tier 3 students in high school. Continued support of Wrights Institute to support social emotional needs of students including Latino and African American students. Specific attention played to the needs of students with disabilities and foster youth in the case management.	Personalized Student Support	School Leadership & School Vision
<b>Measure N Design Feature #2:</b>	Instructional coach and facilitator to support the 10th grade team in continuing to refine the interdisciplinary defense	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
<b>Measure N Design Feature #3:</b>	Community School Manager to support holding and strengthening the coordination of our multiple community partners	School Leadership & School Vision	Work-Based Learning
<b>Signature Elements (Established Practices)</b>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Signature Element #1 (Established):</b>	Defenses and interdisciplinary projects in grades 6-12. Specific support put into place for students below grade level, students with disabilities as well as GATE students.	Building a Rigorous Academic Core: Student Conditions	School Leadership & School Vision
<b>Signature Element #2 (Established):</b>	All students have an advisor who they stay with for the duration of middle and than high school. Special attention paid the the needs of foster youth while palcing students in advisories.	Personalized Student Support	Program of Study & Master Scheduling
<b>Signature Element #3 (Established):</b>	Grade level trips to continue to bolster class and school culture and support a college going culture acorss grades 6-12	Equity/Access/ Achievement	School Leadership & School Vision

**PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES**

**Schoolwide Language & Literacy Improvement Strategy:**

***We will continue to offer sections of Leveled Literacy Intervention (LLI) and English 3D (a specific English Language Development course) to students in need of language and literacy support: English Language Learners, African American and Latino students. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.***

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Reading teacher's salaries	We will continue to offer sections of LLI and English 3D to students in need of language and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A3.2: Reading Intervention	English Learners
Continue to pay all teachers of LLI and E3D to meet twice monthly in a PLC to support teacher growth and development, and support student achievement. Team will focus on use of DDI, student work analysis, and creating and monitoring both teacher growth goals and student growth goals. Also will fund the training of new LLI teachers, and an end of year retreat for these teachers to reflect, refine and plan for the coming years interventions.	We will continue to offer sections of LLI and English 3D to students in need of language and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A3.2: Reading Intervention	All Students
Professional Development for teachers of LLI including LLI, English 3D and SIPPS workshops and conferences.		A3.2: Reading Intervention	All Students

<p>Summer reading intervention for students in need of continued LLI support. 5 teachers will offer 2 sections of LLI a day to students reading multiple grade levels below.</p>	<p>We will continue to offer sections of LLI and English 3D to students in need of language and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.</p>	<p>A3.2: Reading Intervention</p>	<p>All Students</p>
<p>Wrights Institute Contract to support our students with SEL and mental health needs. Individual therapy and groups.</p>	<p>RJ Case Manager to support Tier 3 students in high school. Continued support of Wrights Institute to support social emotional needs of students.</p>	<p>A2.2: Social Emotional Learning</p>	<p>All Students</p>
<p>Supplie for reading classes targetting far below readers</p>	<p>We will continue to offer sections of LLI and English 3D to students in need of language and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.</p>	<p>A3.2: Reading Intervention</p>	<p>All Students</p>

Teacher substitutes	We will continue to offer sections of LLI and English 3D to students in need of language and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Books for classroom libraries, LLI and English 3D classes and for core content to support literacy development across the school	We will continue to offer sections of LLI and English 3D to students in need of language and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A2.3: Standards-Aligned Learning Materials	All Students
Supplies		A2.3: Standards-Aligned Learning Materials	All Students
Meeting refreshments			Other
Surplus			Other
Computers for all classes to support tech integration and blended learning		A3.1: Blended Learning	All Students
Consultants for RJ coordination and support in the middle and high school grades		A2.2: Social Emotional Learning	All Students

**Schoolwide Mathematics Improvement Strategy:** *Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math. These interventions and classes will support African American and Latino students.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
1 period of co-teaching for Cabana and new 6th grade math teacher to ensure new teacher has the Professional development and support needed to grow and support students in growing and mastering basic 6th grade math standards.	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students
Algebra 1 readiness boot camp summer program, Alg 2 readiness boot camp.	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A1.5: Summer Learning	Low-Income Students
Math team release days for teachers to develop and refine common assessments, analyze results of common assessments, create targeted small groups for corrective instruction and plan corrective instruction	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A2.1: Implementation of CCSS & NGSS	All Students
Offer a SAT math prep class embedded in the schedule to support students in learning ways to demonstrating their math skills on standardized tests. This class will also focus on the mastery of basic math skills Alg-Geo and Alg 2.	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A2.1: Implementation of CCSS & NGSS	All Students

Small group math instruction (homogenous groups based on assessment data) both as part of regular class period as well as additional math instruction before and after school .	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A3.1: Blended Learning	All Students
Use of IXL and other Blended Learning instrucion to support students in mastery of basic math skills	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A3.1: Blended Learning	All Students

**Culture & Climate/SEL Improvement Strategy:** *We will continue to fund a Case Manager to support in holding the RJ work at the high school level. We will seek to partially find a RJ facilitator for the middle school through grant money as well as Measure G1 funds. We will continue to fund external PD to support stregtening the skills sets of the members of the RJ team, and when needed to support external workshop providers (i.e. for trauma informed teaching, etc). We will continue to fund Wrights Institute to provide social emotional support for all students in need of group or indiidual therapy. All of these supports will focus on African American and Latino students.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
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Continue to fund a case manager to support tier 3 student support and RJ throughout the high school	We will continue to fund a Case Manager to support in holding the RJ work at the high school level. We will seek to partially fund a RJ facilitator for the middle school through grant money as well as Measure G1 funds. We will continue to fund external PD to support strengthening the skills sets of the members of the RJ team, and when needed to support external workshop providers (i.e. for trauma informed teaching, etc).	A2.2: Social Emotional Learning	All Students
Overtime for Case Manager		A2.2: Social Emotional Learning	All Students
Conference attendance for RJ team to deepen their ability to support adult understanding of SEL and RJ work	RJ Case Manager to support Tier 3 students in high school. Continued support of Wrights Institute to support social emotional needs of students.	A2.2: Social Emotional Learning	All Students
Contract for consultant to provide staff training for Life Academy teachers in Tier 1 and Tier 2 RJ practices.	RJ Case Manager to support Tier 3 students in high school. Continued support of Wrights Institute to support social emotional needs of students.	A2.2: Social Emotional Learning	All Students

**Pathway Development/Implementation Strategy:** *We will develop a behavioral health course sequence for seniors. We will fund our current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Dual Enrollment Psychology and associated costs (32 books)			
Dual Enrollment MA and associated costs (32 books)			

Teacher coverage of dual enrollment courses			
Partial FTE for FACES coordinator to teach CTE courses/course in our pathway	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	
Partional FTE for internship coordinator for all health based internships		A1.1: Pathway Programs	

<b>Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):</b>			
<b>Strategic Action</b>	<b>Strategy This Action Supports</b>	<b>Associated LCAP Action Area (for funded actions)</b>	<b>Primary Target Student Group for This Action</b>
Copier lease			All Students
CPA Conference attendance	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	All Students
ID Badges			
Mid year Academy retreat for CPA Academy staff			
10th, 11th and 12th grade academy field trip/college visits - transportation			
uniforms			
postage			



end of year/summer academy curriculum retreat			
supplies			
pathway and science supplies			
meeting refreshments for CPA activities			
conference attendance for academy director and academy teachers			
admissions fees for academy field trips			
Contract with EBC to support all seniors in college application and FAFSA/Dream Act process			
Leadership coaching and support with facilitation of grade level teams			
Contract with Oakland Promise partnership to include 1 advisor and persistence supports for high school students..			
Books other than textbooks		A1.1: Pathway Programs	All Students
Teacher stipends			
Teacher stipends			
Teacher stipends			
Meeting refreshments			
surplus			
Rentals for academy faculty retreat for curriculum writing			
Postage for mailing to families.			
Supplies for postsession for students to get intensive supports			
AC Transit Tickets			
Minimal refreshments for family meetings to increase participation and provide incentive to attend			
Leadership coach for administrative team			

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

### **Refugee & Asylee Program**

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

School:

LIFE Academy

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$82,076.03	21st Century Learning	Contract with afterschool provider	All students have an advisor who they stay with for the duration of middle and than high school.	A1.6: After School Programs	5825				335-1
\$128,709.61	After School Education & Safety (ASES)	Contract with afterschool provider	Defenses and interdisciplinary projects in grades 6-12.	A1.6: After School Programs	5825				335-2
\$9,000.00	General Purpose Discretionary	Teacher stipends	We will continue to offer sections of LLI and English 3D to students in need of lanuage and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A1.3: A-G Completion	1120				335-3
\$5,000.00	General Purpose Discretionary	Books other than textbooks	We will continue to offer sections of LLI and English 3D to students in need of lanuage and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A1.3: A-G Completion	4200				335-4
\$39,000.00	General Purpose Discretionary	Supplies to support overall school operation	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A1.3: A-G Completion	4310				335-5
\$5,000.00	General Purpose Discretionary	Meeting refreshments	Instructional coach and facilitator to support the 10th grade team in continuing to refine the interdisciplinary defense	A1.3: A-G Completion	4311				335-6
\$4,000.00	General Purpose Discretionary	ID Badges	All students have an advisor who they stay with for the duration of middle and than high school.	A1.3: A-G Completion	4340				335-7
\$13,000.00	General Purpose Discretionary	Uniforms	Grade level trips to continue to bolster class and school culture and support a college going culture acorss grades 6-12	A1.3: A-G Completion	4380				335-8
\$4,408.08	General Purpose Discretionary	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				335-9
\$6,400.00	General Purpose Discretionary	Copier lease	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A1.3: A-G Completion	5610				335-10
\$5,500.00	General Purpose Discretionary	Rentals for academy faculty retreat for curriculum writing	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A1.3: A-G Completion	5624				335-11
\$3,000.00	General Purpose Discretionary	Postage for mailing to families.	All students have an advisor who they stay with for the duration of middle and than high school.	A1.3: A-G Completion	5724				335-12

\$26,774.59	General Purpose Discretionary	High school humanities teacher	Defenses and interdisciplinary projects in grades 6-12.	A1.3: A-G Completion		TEACHER STRUCTURED ENG IMMERSN	K12TCH2351	0.40	335-13
\$29,619.61	LCFF Concentration	Computers for use of IXL and other Blended Learning instrucion to support students in mastery of basic math skills	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A3.1: Blended Learning	4420				335-14
\$20,380.39	LCFF Concentration	Middle school science teacher	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A1.1: Pathway Programs		TEACHER STRUCTURED ENG IMMERSN	K12TCH2480	0.30	335-15
\$20,000.00	LCFF Supplemental	Contiune to pay all teachers of of LLI and E3D to meet twice monthly in a PLC to support teacher growth and development, and support student achievement. Team will focus on use of DDI, student work analysis, and creating and monitoring both teacher growth goals and student growth goals. Also will fund the training of new LLI teachers, and an end of year retreat for these teachers to reflect, refine and plan for the coming years interventions.	We will continue to offer sections of LLI and English 3D to students in need of lanuage and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A3.2: Reading Intervention	1120				335-16
\$7,000.00	LCFF Supplemental	Teacher substitutes	We will continue to offer sections of LLI and English 3D to students in need of lanuage and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A2.5: Teacher Professional Development for CCSS & NGSS	1150				335-17
\$11,000.00	LCFF Supplemental	Books for classroom libraries, LLI and English 3D classes and for core content to support literacy development across the school	We will continue to offer sections of LLI and English 3D to students in need of lanuage and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A2.3: Standards-Aligned Learning Materials	4200				335-18

\$20,000.00	LCFF Supplemental	Supplies to support academic acceleration	We will continue to offer sections of LLI and English 3D to students in need of lanuage and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A2.3: Standards-Aligned Learning Materials	4310				335-19
\$1,000.00	LCFF Supplemental	Meeting refreshments for activities to engage students and families around academic acceleration	We will continue to offer sections of LLI and English 3D to students in need of lanuage and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A3.2: Reading Intervention	4311				335-20
\$6,844.98	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				335-21
\$17,000.00	LCFF Supplemental	Computers for all classes to support tech integration and blended learning	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A3.1: Blended Learning	4420				335-22
\$5,000.00	LCFF Supplemental	Mid year Academy retreat for CPA Academy staff	Instructional coach and facilitator to support the 10th grade team in continuing to refine the interdisciplinary defense	A1.1: Pathway Programs	5624				335-23
\$35,601.64	LCFF Supplemental	Consultants for: - RJ coordination and support in the middle and high school grades (\$20,000) -	We will continue to fund a Case Manager to support in holding the RJ work at the high school level. We will seek to partially find a RJ facilitator for the middle school through grant money as well as Measure G1 funds. We will continue to fund external PD to support stregtening the skills sets of the members of the RJ team, and when needed to support external workshop providers (i.e. for trauma informed teaching, etc). We will continue to fund Wrights Institute to provide social emotional support for all students in need of group or indiidual therapy.	A2.2: Social Emotional Learning	5825				335-24
\$15,099.42	LCFF Supplemental	High school life science teacher and internship coordinator	Defenses and interdisciplinary projects in grades 6-12.	A1.3: A-G Completion		TEACHER STRUCTURED ENG IMMERSN	K12TCH2176	0.20	335-25
\$53,589.14	LCFF Supplemental	Teacher to support academic acceleration	Defenses and interdisciplinary projects in grades 6-12.	A1.3: A-G Completion		TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.60	335-26
\$14,600.51	Measure G: TGDS	Teacher stipends	Instructional coach and facilitator to support the 10th grade team in continuing to refine the interdisciplinary defense	A2.6: Teacher Evaluation	1120				335-27
\$101.88	Measure G: TGDS	Supplies to support TGDS	Defenses and interdisciplinary projects in grades 6-12.	A2.6: Teacher Evaluation	4300				335-28
\$770.89	Measure G: TGDS	Supplies to support TGDS	Defenses and interdisciplinary projects in grades 6-12.	A2.6: Teacher Evaluation	4310				335-29

\$18,500.00	Measure N	Teacher stipends, including for Algebra 1 readiness boot camp summer program, Alg 2 readiness boot camp.	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A1.5: Summer Learning	1120				335-30
\$4,000.00	Measure N	Overtime for Case Manager	We will continue to fund a Case Manager to support in holding the RJ work at the high school level. We will seek to partially find a RJ facilitator for the middle school through grant money as well as Measure G1 funds. We will continue to fund external PD to support strengthening the skills sets of the members of the RJ team, and when needed to support external workshop providers (i.e. for trauma informed teaching, etc). We will continue to fund Wrights Institute to provide social emotional support for all students in need of group or individual therapy.	A2.2: Social Emotional Learning	2225				335-31
\$5,500.00	Measure N	Books other than textbooks, including: - Dual Enrollment MA and associated costs (32 books) - Dual Enrollment Psychology and associated costs (32 books)	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.		4200				335-32
\$552.61	Measure N	Books other than textbooks	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	4300				335-33
\$9,000.00	Measure N	Supplies to support pathways	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	4310				335-34
\$1,000.00	Measure N	Refreshments for meetings to support pathways	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	4311				335-35
\$2,000.00	Measure N	Conference attendance for RJ team to deepen their ability to support adult understanding of SEL and RJ work	RJ Case Manager to support Tier 3 students in high school. Continued support of Wrights Institute to support social emotional needs of students.	A2.2: Social Emotional Learning	5200				335-36

\$5,000.00	Measure N	End of year/summer academy curriculum retreat	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	5624					335-37
\$47,500.00	Measure N	Contracts for: - Consultant to provide staff training for Life Academy teachers in Tier 1 and Tier 2 RJ practices. - Leadership coach for administrative team - EBC to support all seniors in college application and FAFSA/Dream Act process - Leadership coaching and support with facilitation of grade level teams	RJ Case Manager to support Tier 3 students in high school. Continued support of Wrights Institute to support social emotional needs of students.	A1.1: Pathway Programs	5825					335-38
\$20,802.19	Measure N	Hiring TSA to provide instructional coaching, facilitation for pathway curriculum development, vertical alignment within academy pathway	Instructional coach and facilitator to support the 10th grade team in continuing to refine the interdisciplinary defense	A1.1: Pathway Programs		C11TSA	C11TSA9999	0.20		335-39
\$85,543.03	Measure N	Case Manager to provide additional intervention and support	We will continue to fund a Case Manager to support in holding the RJ work at the high school level. We will seek to partially fund a RJ facilitator for the middle school through grant money as well as Measure G1 funds. We will continue to fund external PD to support strengthening the skills sets of the members of the RJ team, and when needed to support external workshop providers (i.e. for trauma informed teaching, etc). We will continue to fund Wrights Institute to provide social emotional support for all students in need of group or individual therapy.	A1.1: Pathway Programs		20CSEM	20CSEM0002	0.80		335-40
\$30,000.00	California Partnership Academy	Pathway and science supplies	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	4310					335-41
\$5,000.00	California Partnership Academy	Meeting refreshments for CPA activities	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	4311					335-42

\$5,000.00	California Partnership Academy	CPA Conference attendance	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	5220					335-43
\$20,000.00	California Partnership Academy	10th, 11th and 12th grade academy field trip/college visits - transportation	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	5826					335-44
\$20,000.00	California Partnership Academy	Admissions fees for academy field trips	We will develop a behavioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the depth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	5829					335-45
\$906.15	Supplemental Program Investment	Supplies for postsession for students to get intensive supports	We will continue to offer sections of LLI and English 3D to students in need of language and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A3.2: Reading Intervention	4310					335-46
\$27,173.85	Supplemental Program Investment	Middle school science teacher	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A1.1: Pathway Programs		K12TCH	K12TCH2480	0.40		335-47
\$1,362.76	Title I Basic	Supplies for reading classes targeting far below readers	We will continue to offer sections of LLI and English 3D to students in need of language and literacy support. We will continue to hold a literacy focus team to provide continued professional learning space for all the teachers of LLI and E3D and we will continue to fund external PD to support strengthening these programs.	A3.2: Reading Intervention	4310					335-48
\$18,000.00	Title I: Basic	Wrights Institute Contract to support our students with SEL and mental health needs. Individual therapy and groups.	RJ Case Manager to support Tier 3 students in high school. Continued support of Wrights Institute to support social emotional needs of students.	A2.2: Social Emotional Learning	5825					335-49
\$20,380.39	Title I: Basic	Small group math instruction (homogenous groups based on assessment data) both as part of regular class period as well as additional math instruction before and after school .	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A3.1: Blended Learning		K12TCH	K12TCH2480	0.30		335-50



\$40,161.88	Title I: Basic	Small group math instruction (homogenous groups based on assessment data) both as part of regular class period as well as additional math instruction before and after school .	Build overall algebra readiness for students across upper middle school and high school in order to develop foundational algebra skills so more students are successful in high school math.	A3.1: Blended Learning		K12TCH	K12TCH2351	0.60	335-51
\$2,675.91	Title I: Parent Participation	Surplus to be allocated to AC Transit Tickets and minimal refreshments for family meetings to increase participation and provide incentive to attend	n/a	n/a	4399				335-52
\$30,198.84	Atlantic Philanthropies (Health Pathways Only)	Partional FTE for internship coordinator for all health based internships	We will develop a beahvioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the deoth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	1105		K12TCH2176	0.40	335-53
	Atlantic Philanthropies (Health Pathways Only)	Partial FTE for FACES coordinator to teach CTE courses/course in our pathway	We will develop a beahvioral health course sequence for seniors. We will find out current FACES coordinator to teach these sequenced classes and we will fund the external PD needed to ensure that the teacher has the deoth of skills and content understanding needed to support building this pathway.	A1.1: Pathway Programs	1105				335-54

## **Life Academy Home to School Compact 2016-2017**

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 2016-2017**

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 2016-2017**

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.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

# **Life Academy of Health and Bioscience**

## **Title I School Parental Involvement Policy 2016-2017**

**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 I 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 I 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 I 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- and 12- 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

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 contacts 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:**

1. I will send my child to school on time every day.
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 will provide a quiet place and time for my child to do homework, and I will review the homework.
I will promptly respond to messages from my child's school.
I will attend Back to School Night, Parent-Advisor-Student Conferences, Open House, Exhibition Nights, Certification Defenses, and other school events.
I will help my child's school however possible.
I will sign in at the office when visiting my child's school.
I will read to my child or have my child read for at least 20 minutes every day.
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 will limit the amount my child watches television.
I will limit taking vacations when school is in session.
I will support the dress code and school rules.
I will take notice of progress reports and sign them to maintain communication with the school.



## **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.

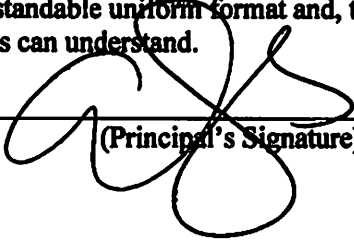
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Alternatives in Action and East Bay Consortium will support families by providing evening workshops for families. Life Academy will explore funding for a Family 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 who's 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.

- **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 I, 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 22, 2016 and will be in effect for the 2016-2017 School Year. The school will distribute this policy to all parents of participating Title I, 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)

9/22/2016  
\_\_\_\_\_  
(Date)



## School Site Council Membership Roster – High School

School Name: Life Academy

School Year: 2016-2017

<b>Chairperson :</b> Luis Reyes	<b>Vice Chairperson:</b> Amal Issa
<b>Secretary:</b> Nina Portugal	<b>LCAP Parent Advisory Nominee:</b>
<b>LCAP EL Parent Advisory Nominee:</b>	<b>LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Member's Name	Members' Phone and Email (if not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Aryn Bowman		X				
Annie Tickell			X			
Nina Portugal			X			
Yuji Okamura			X			
Amal Issa			X			
Venus Mesui				X		
Guillerma Martinez					X	
Santos Serrano					X	
Yolanda Magana					X	
Ray Poole						X
Luis Reyes						X
Yadira Magana						X

Meeting Schedule (day/month/time)	<b>3<sup>rd</sup> Thursday every month</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

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 an equal number of students and Parents/community members;
4. Majority of school staff members must be classroom teachers;
5. **Students are required to be members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom  
Teachers  
1-Other Staff  
**AND**  
3-Parent

Revised 8/22/2016