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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - Life Academy

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Life Academy.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for LIFE Academy



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: LIFE Academy
CDS Code: 1612590130575
Principal: Aryn Bowman & Alykhan Boolani
Date of this revision: 3/30/2021

The School 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 & Alykhan Boolani	Position: Co-Principals
Address: 2101 35th Avenue Oakland, CA 94601	Telephone: 510-534-0282 Email: aryn.bowman@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 3/30/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: LIFE Academy

Site Number: 335

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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: 3/30/2021

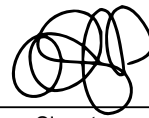
6. The public was alerted about the meeting(s) through one of the following:

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

Signatures:

Aryn Bowman

Principal



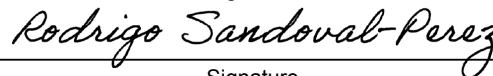
Signature

5/25/2021

Date

Rodrigo Sandoval Perez

SSC Chairperson



Signature

5/25/2021

Date

Matin Abdel-Qawi

Network Superintendent



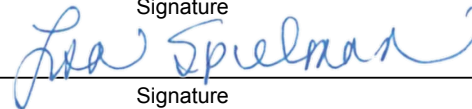
Signature

5/25/21

Date

Lisa Spielman

Director, Strategic Resource Planning



Signature

7/1/21

Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/23/2021	SSC & SELLS combined	SSC Meeting - review of goals and data for this school year. Discussion of how we might use Title 1 to address learning loss.
3/22/2021	Instructional Leadership Team	ILT Meeting - Review of the potential goals for student learning in 21-22 and the possible ways to support learning loss through summer programming and literacy programming in the 21-22 school year.
3/30/2021	SSC & SELLS combined	SSC Meeting - decisions for Title 1, 4 and Parent Title 1 spending and goals.
4/27	SSC & SELLS combined	SSC Meeting - review of goals for 21-22 and our ideas for reaching goals

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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 California 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.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$168,920.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,090,730.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$154,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$43,550.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,120.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$385,900.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$68,100.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$10,300.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,110.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$220,150.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$168,920.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$921,810.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,090,730.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: LIFE Academy

School ID: 335

School Description

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!

School Mission and Vision

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> - Continued work to support reading intervention in grade 6-9 - Alumni Support / Continued contact with students/family + sibling networks - 1:1 Support / CCIC counselors and advisors - Systems and ownership / Postsecondary Success Team - Student awareness of options / Internship Class, dual enrollment, concurrent enrollment 	<ul style="list-style-type: none"> - Strong and committed staff - investment in literacy specialist position and appropriate resources during Distance Learning (Lexia, etc) - Partnership with EBC - Strong counseling team that was able to pivot dual enrollment and concurrent enrollment options to virtual setting.

<p><i>Focal Student Supports</i></p>	<ul style="list-style-type: none"> - Effectively managed COST team - Robust and effective MTSS team - Group and individual therapeutic support offered through a variety of partnerships - Students who are on grade level are often supported to become advanced 	<ul style="list-style-type: none"> - Two case managers who focus on non-clinical supports for students in need in the MS grades and the HS grades - Addition of a Attendance Case Manager position that supported family contact and follow up - Effective MTSS organizational structures that supported swift intervention during distance learning - Multiple partnerships for the provisioning of clinical support - Strong teachers who understand how to push already prepared students toward college readiness
<p><i>Student/Family Supports</i></p>	<ul style="list-style-type: none"> - Family involvement through 2x a year family conferences - Parent Academy once per week - Advisory system through which families are connected to a single teacher over time 	<ul style="list-style-type: none"> - School commitment to family engagement - Use of ASP to fund family coordinators - Advisor connections to students and families -- protecting advisory time this year in distance learning
<p><i>Staff Supports</i></p>	<ul style="list-style-type: none"> - One on one system that ensures all staff have a coach and receive feedback twice monthly - Multiple opportunities for all staff to engage in the school systems through various teams and projects 	<ul style="list-style-type: none"> - Above average number of years in the classroom creates strong foundation of professionalism and collaboration - Distributive leadership model
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>College/Career Readiness</i></p>	<ul style="list-style-type: none"> - Distance learning radically shifted our ability to provide adequate and much-needed intervention -- not enough time in the negotiated school day. - Ensuring there is adequate opportunity for student to recover credit at Life so they can remain on track for A-G and HS completion -- especially complicated in distance learning. - More postsecondary options for non-4 year college going/certificate/training students / Lack of institutional clarity on mission (4 year or bust?) - System for tracking alumni 	<ul style="list-style-type: none"> - Pandemic exacerbated an already challenging situation for young people and for our academic program. - Lack of time and (wo)manpower to engage in continued cycles of inquiry and identification of strongest levers for change - Lack of academic preparedness for 4 year college programs / Academic weaknesses (alumni self report that this is especially true in math and science) - Lack of SEL support for our students who are at risk of not graduating or clear alternative plan for them that is not aligned to a 4 year college path - what is this plan? We don't know!
<p><i>Focal Student Supports</i></p>	<ul style="list-style-type: none"> - Providing enough intervention and acceleration supports so that all students are receiving the academic supports they need for advancement - Complexity of providing appropriate supports during distance learning - Being able to adequately contact students who "disappeared" during Distance Learning - Lack of coordination of Tier 1 academic program offered to all students in each classroom - Lack of time in schedule and limits in OEA contract around teacher work hours in day for provide Tier 2 supports - Our students are not showing mastery of standards on any external assessment (IABs, SBAC)... and lack of data this year due to Distance Learning - Lack of some teacher's willingness to align to standards 	<ul style="list-style-type: none"> - Lack of resources to ensure all needs are met - Poorly negotiated contract with teachers - Lack of training on effective classroom practice for Tier 1 support - Lack of understanding of effective classroom practice - Lack of attention to standards - Lack of skill in teaching the standards and assessing student mastery thereof

<i>Student/Family Supports</i>	<ul style="list-style-type: none"> - We have a strong core group of families who attend events regularly, all of whom are Raza. We are challenged to create a more multilingual multiethnic family group - Attendance dwindled in Zoom space over time -- patience with virtual space waned over time 	<ul style="list-style-type: none"> - Language barriers for parent coordinators - Parent Academy is not always welcoming space for non-Spanish speaking families
<i>Staff Supports</i>	<ul style="list-style-type: none"> - Continued resources to support teachers in shifting practice towards Tier 1 supports in their classrooms and alignment to the skills in CCSS - Challenges in establishing positive rapport, trust, and coherence among staff in virtual space - We have not been focused enough on teaching and learning and now that we are pivoting toward stronger focus there is resistance 	<ul style="list-style-type: none"> - People prefer the technical work and don't want to change classroom practice! - changing teaching practice is hard, adaptive work - low morale during a year of Distance Learning

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024: 100% of seniors graduate from Life and 100% of students have clear, achievable post secondary plans that have been co-created with and are supported by Life staff members. Our senior year is realigned to a graduate profile through which students demonstrate academic and social readiness for the next step.

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	0.8	n/a	over 90%
On Track to Graduate: 9th Grade	All Students	n/a	53.7%	n/a	80.0%
On Track to Graduate: 11th Grade	All Students	n/a	72.7%	80.0%	90.0%
A-G Completion	All Students	n/a	85%	87%	90.0%

College/Career Readiness	All Students	n/a	74.6% (Spring 2019)	TBD	TBD
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-49.9 (Spring 2019)	n/a	-34.9
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	19.4%	30.0%	35.0%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-105.7
IAB Math Above Standard	All Students	n/a	2.5%	TBD	TBD
CAST (Science) at or above Standard	All Students	n/a	12.4% (Spring 2019)	n/a	TBD

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: By May 2024, Life will have increased SBAC scores so that 40% or more of our 11th grade students are scoring proficient on the ELA and 30% or more of our 11th grade students are scoring proficient on Math.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-129.2 (Spring 2019)	n/a	-109.2

SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-131.6 (Spring 2019)	n/a	-111.6
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	TBD
IAB ELA Above Standard	English Learners	n/a	n/a	n/a	TBD
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	40.9%	35.9%	30.9%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-206.4 (Spring 2019)	n/a	-186.4
SBAC Math Distance from Standard Met	English Learners	+20 points DF3	-193.3 (Spring 2019)	n/a	-173.3
IAB Math Above Standard	Students with Disabilities	n/a	0.0%	TBD	TBD
IAB Math Above Standard	English Learners	n/a	Coming soon	TBD	TBD

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	20.2%	n/a	30.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	21.3%	n/a	32.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: By May 2024, Life will expand weekly Parent Academy gatherings to support *a diverse set of families* to learn 1) about the academic expectations of the school and the language used to talk about these i.e. SBAC, Reclassification, SRI, etc and 2) to foster a sense belonging and support among families at Life and will have 3) monthly parent observaitns of classrooms with feedback given to teachers. We will also shift our Family Conferences to be student-driven reflections on their data and progress on standards-based grade level assessments.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	59.3%	n/a	65.0%
Suspensions	All Students	-2pp	1.9%	n/a	1.0%
Suspensions	African-American Students	-2pp	2.9%	n/a	1.0%
Suspensions	Students with Disabilities	-2pp	4.5%	n/a	1.0%
Chronic Absence	All Students	-2pp	15.3%	n/a	20%
Chronic Absence	African-American Students	-2pp	40.0%	n/a	25.0%
UCP Complaints	All Students	n/a	n/a	n/a	0

Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal for May 2024: By May 2024, all teachers at Life will be well-versed with the standards for their content areas and use these along with the Understanding by Design framework to plan strong, grade-level appropriate units that support the growth of students. Formative and summative assessments will be used in order to inform and adjust instruction to push students to mastery of content, including IABs and SBAC. Students will also be aware of their progress and growth on these assessments, and will reflect on their progress with their families.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	TBD	TBD
Teacher Retention	All Teachers	n/a	78.8% (Fall 2020)	TBD	TBD

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Of course we have resource inequities - we are a city that, within our public school system, primarily serves low income youth of color. At least a third of our 6th graders come in reading at or below the 3rd grade level, this is one reflection of the depth of inequity we must grapple with. Staffing remains another around of inequity. Often highly qualified teachers choose to work in higher paying districts nearby, leaving us to scramble to find any teacher, let alone a highly qualified one. We seek to mitigate these and all the inequities with the resilience and grit that we tackle all issues. We work hard, train hard, teach hard and seek to ensure we are using our resources in the most effective ways possible.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: LIFE Academy		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready		Our priorities are to maintain a graduation rate that is above 86%, an A-G completion rate above 70%, FAFSA/Dream Act completion rate of 100% and pathway participation at 100%	
Theory of Change:	If we continue to focus on providing all students with one on one academic counseling supports, program all students for a A-G aligned course trajectory and ensure Tier 1-3 supports and attend to SEL needs, we can maintain strong HS completion rates and strong college going data.		
Related School Goal:	Life will work to maintain a graduation rate that is above 86%		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Due to COVID the implementation of practices was not as planned and varied greatly. One on one supports were difficult to maintain in a virtual setting and although they took place the quality was a challenge.			
What evidence do you see that your practices are effective?			
Currently we have high rates of students in grades 9-12 who are off track for graduation due to failed core courses during distance learning. We struggled to pivot to distance learning in a way that supported all teachers and students and therefore we are not clear that our practices have been effective this year.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
We are guided by goals that have meaning for students, their futures and their families. In addition to those communicated to us directly by families we use the following to ensure we are externally benchmarking our school's efforts: Reclassification: 80% of our ELLs/LTELs will reclassify within 4 years at Life. Seal of Biliteracy: 10% of our graduating class will achieve this honor each spring. CA Dashboard: 60% of our students will meet the grade level standards in ELA and mathematics as reported on the CA Dashboard. A-G: 85% of our students will graduate with the credits necessary for attendance at a CSU or UC. All students will graduate with a clear post secondary plan that has concrete steps and supports for their transition into the next phase of their education whether it be Community College, a four year college or university, or apprenticeship / trade program.			
20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap		Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%	
Theory of Change:	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%		
Related School Goal:	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			

We hired a new math teacher who had an excellent track record in supporting student mastery of math standards. We positioned her to support the growth and development of other math teachers on the team. In ELA we did professional development with teachers around standards and standards based planning. We have coached teachers in both departments using standards as a base for conversation and growth in instruction

What evidence do you see that your practices are effective?

Our preliminary interim assessment results in math are strong. However, in ELA the decrease in instructional class has significantly impacted the quality of learning and we do not see that our practices have been effective.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strong coaching and professional development for teachers in all content areas - specifically coaching based on standards and data analysis from assessments to determine areas of need so we can address unfinished learning.

20-21 Priority for Proposed LCAP Goal: Students and safe, healthy, and engaged

Students and families are welcomed, safe, healthy, and engaged

Theory of Change:	Continue to hold weekly Parent Academy gatherings for families to learn 1) about the academic expectations of the school and the language used to talk about these i.e. SBAC, Reclassification, SRI, etc and 2) to foster a sense belonging and support among families at Life
Related School Goal:	If we provide "professional development" for families they will be better equipped to support their students, thereby increasing student achievement

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We were able to pivot to a virtual version of Parent Academy that maintained a weekly schedule. At first, attendance was even higher, given increased access to Zoom space for parents -- but Zoom fatigue took hold around November, and the Parent Academy remained attendance settled to previous years (around 20-30 participants per session). It did serve as a good space to "train" families on how to best support their students during distance learning. However, our goal of diversifying the space was not achieved to the degree that we had hoped.

What evidence do you see that your practices are effective?

Continued and consistent attendance to the weekly meeting space, and quality planning around trainings and information for families at these meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The biggest priority is diversifying this space -- a central move to this will be ensuring that one of the BACR-hired staff is non-Latinx to ensure that parents from non-Latinx community at Life see themselves as a part of the space, and that that staff member can plan the sessions with that lens in mind.

20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff		All teachers will use the Common Core Standards and the Understanding by Design framework to plan strong, grade level appropriate units that support the growth of students
Theory of Change:	If teachers are trained and supported to understand and unpack the standards and to put them into action using the Understanding by Design framework then students will be engaged in daily lessons that allow them to autonomously make sense of and transfer their learning through authentic performance, leading to stronger understanding and mastery of content	
Related School Goal:	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Over the summer we onboarded all new staff with training in unpacking standards and curricular planning using the Understanding By Design framework. Throughout the year, we continued to offer professional learning opportunities for all staff to deeply engage with the way of thinking about curriculum design for student mastery of content. However, some of the "technical distractions" from this year of Distance Learning definitely got in the way of full implementation of our goals -- having to spend a lot of time ensuring that we were aligned on schedules and the new pedagogical moves associated with Distance Learning.		
What evidence do you see that your practices are effective?		
From our coaching partnerships with teachers, we've noted an increase in use of standards and backwards planning practice using Understanding by Design. Teachers have reported feeling more prepared, and clearer about their goals and planning. Unfortunately, we lack data on the student side (as in independent school-wide or district assessments) to corroborate our theory of change.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
We need to make an investment in instructional coaching -- it's an effective means to offering the differentiated support that our teachers need. We are doing so by creating a coaching position this year with the explicit goal of furthering the work of developing standards-based curriculum and instruction in quotidian ways.		
20-21 Conditions for English Language Learners Priority:		All Students
Theory of Change:	80% of Life students entering in 6th grade will reclassify by spring of 10th grade through strong reading growth (as measured by the SRI) and attention to the writing, speaking and listening skills required for reclassification.	
Related School Goal:	If we continue to invest in maximizing LLI in the middle grades and if we focus on CCSS aligned instruction including integration of grade level complex text we will increase student achievement in reading and writing.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Because of the pandemic, we did have to make some major adjustments to our literacy program. We generally spend a lot of resource on small group reading instruction, and that work had to be shifted significantly in teacher's scopes of work given the restrictions of the negotiated schedule this year. Thus, we lost quite a bit of people power towards small group work. We pivoted to using Lexia, an online program akin to Khan Academy.		

What evidence do you see that your practices are effective?

In places where we were able to retain small group instruction, SRI scores demonstrate growth. This signals that the resource and investment in small group can still produce the growth we want to see for young people, even in a virtual setting. Unfortunately this was not as wide-scale as we'd want -- Lexia was NOT effective in producing these outcomes with the same fidelity.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are hopeful that a transition back to in-person learning will allow us to continue with our literacy and reclassification work. We will work on trying to maximize small group instruction in grades 6-8 to ensure that we are seeing the growth for young people.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

When we created our budget in Feb/March of 2020, we had no idea that the pandemic would radically shift the structure and nature of schools. Thus, we did have to make some major shifts in our budgeting. For anything related to field trips or retreats, we made some adjustments to ensure that we put that money towards relevant supplies for distance learning -- more chromebooks, instructional materials for teachers (extra monitors), etc.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: LIFE Academy

School ID: 335

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

Goal 1: All students graduate college, career, and community ready.

School Priority ("Big Rock"):

Our priorities are to maintain a graduation rate that is above 86%, an A-G completion rate above 70%, FAFSA/Dream Act completion rate of 100% and pathway participation at 100%

School Theory of Change:

If we continue to focus on providing all students with one on one academic counseling supports, program all students for a A-G aligned course trajectory and ensure Tier 1-3 supports and attend to SEL needs, we can maintain strong HS completion rates and strong college going data.

Related Goal(s):

All students build relationships to feel connected and engaged in learning.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1		Provisioning of credit recovery opportunities through extended day and embedded in the day	Master schedule	<ul style="list-style-type: none"> - Distance learning radically shifted our ability to provide adequate and much-needed intervention -- not enough time in the negotiated school day. - Ensuring there is adequate opportunity for student to recover credit at Life so they can remain on track for A-G and HS completion -- especially complicated in distance learning. - More postsecondary options for non-4 year college going/certificate/training students / Lack of institutional clarity on mission (4 year or bust?) - System for tracking alumni 	Tier 2

1-2		Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary educaiotn	Post Secondary Plans	<ul style="list-style-type: none"> - Distance learning radically shifted our ability to provide adequate and much-needed intervention -- not enough time in the negotiated school day. - Ensuring there is adequate opportunity for student to recover credit at Life so they can remian on track for A-G and HS completion -- especially complicated in distance learning. - More postsecondary options for non-4 year college going/certificate/training students / Lack of institutional clarity on mission (4 year or bust?) - System for tracking alumni 	Tier 1
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Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority ("Big Rock"):	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%
School Theory of Change:	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	5 teachers in years 1-3 of teaching will attend the Standards Institute summer 2021		attendance at professional development	<ul style="list-style-type: none"> - Continued resources to support teachers in shifting practice towards Tier 1 supports in their classrooms and alignment to the skills in CCSS - Challenges in establishing positive rapport, trust, and coherence among staff in virtual space - We have not been focused enough on teaching and learning and now that we are pivoting toward stronger focus there is resistance 	Tier 1
2-2	1 teacher will attend Quality Teaching of English Learners summer 2021		attendance at professional development	<ul style="list-style-type: none"> - Continued resources to support teachers in shifting practice towards Tier 1 supports in their classrooms and alignment to the skills in CCSS - Challenges in establishing positive rapport, trust, and coherence among staff in virtual space - We have not been focused enough on teaching and learning and now that we are pivoting toward stronger focus there is resistance 	Tier 1

2-3		Restructuring the math program in the middle grades to ensure more intervention supports for unfinished learning	Master schedule for 21-22	<ul style="list-style-type: none"> - Providing enough intervention and acceleration supports so that all students are receiving the academic supports they need for advancement - Complexity of providing appropriate supports during distance learning - Being able to adequately contact students who "disappeared" during Distance Learning - Lack of coordination of Tier 1 academic program offered to all students in each classroom - Lack of time in schedule and limits in OEA contract around teacher work hours in day for provide Tier 2 supports - Our students are not showing mastery of standards on any external assessment (IABs, SBAC)... and lack of data this year due to Distance Learning - Lack of some teacher's willingness to align to standards 	Tier 2
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2-4		Restructuring the ELA program in the middle grades to ensure more literacy intervention supports for students reading below grade level are accessible to more students	Master schedule for 21-22	<ul style="list-style-type: none"> - Providing enough intervention and acceleration supports so that all students are receiving the academic supports they need for advancement - Complexity of providing appropriate supports during distance learning - Being able to adequately contact students who "disappeared" during Distance Learning - Lack of coordination of Tier 1 academic program offered to all students in each classroom - Lack of time in schedule and limits in OEA contract around teacher work hours in day for provide Tier 2 supports - Our students are not showing mastery of standards on any external assessment (IABs, SBAC)... and lack of data this year due to Distance Learning - Lack of some teacher's willingness to align to standards 	Tier 2
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2-5	Implementation of Interim Assessment Blocks 3 times per year in all ELA and Math classes with student work analysis to guide our instruction and curriculum planning	Implementation of Interim Assessment Blocks 3 times per year in all ELA and Math classes with student work analysis to guide our instruction and curriculum planning	Implementation of IABs, data and shifts made to instruction and curriculum based on student work analysis	<ul style="list-style-type: none"> - Continued resources to support teachers in shifting practice towards Tier 1 supports in their classrooms and alignment to the skills in CCSS - Challenges in establishing positive rapport, trust, and coherence among staff in virtual space - We have not been focused enough on teaching and learning and now that we are pivoting toward stronger focus there is resistance 	Tier 1
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Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority ("Big Rock"):	Students and families are welcomed, safe, healthy, and engaged.
School Theory of Change:	Continue to hold weekly Parent Academy gatherings for families to learn 1) about the academic expectations of the school and the language used to talk about these i.e. SBAC, Reclassification, SRI, etc and 2) to foster a sense belonging and support among families at Life
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>Over the course of the school year we will host 25+ events for families.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1		Hold monthly workshops for families to support them in understanding a variety of school/education related topics	Agendas, sign in sheets		

3-2		Hold pre-SBAC, Pre-SRI and pre_ELPAC family meetings so that families can understand the role of these tests, especially for reclassification	Agendas, sign in sheets		
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Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority ("Big Rock"):	All teachers will use the Common Core Standards and the Understanding by Design framework to plan strong, grade level appropriate units that support the growth of students
School Theory of Change:	If teachers are trained and supported to understand and unpack the standards and to put them into action using the Understanding by Design framework then students will be engaged in daily lessons that allow them to autonomously make sense of and transfer their learning through authentic performance, leading to stronger understanding and mastery of content
Related Goal(s):	By May 2024, all teachers at Life will be well-versed with the standards for their content areas and use these along with the Understanding by Design framework to plan strong, grade-level appropriate units that support the growth of students. Formative and summative assessments will be used in order to inform and adjust instruction to push students to mastery of content, including IABs and SBAC. Students will also be aware of their progress and growth on these assessments, and will reflect on their progress with their families.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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4-1	5 teachers in years 1-3 of teaching will attend the Standards Institute summer 2021. 5 more teachers will attend the Standards Institute in the summer of 2022.		Teacher attendance at the Standards Institute	<ul style="list-style-type: none"> - Continued resources to support teachers in shifting practice towards Tier 1 supports in their classrooms and alignment to the skills in CCSS - Challenges in establishing positive rapport, trust, and coherence among staff in virtual space - We have not been focused enough on teaching and learning and now that we are pivoting toward stronger focus there is resistance 	Tier 1
4-2		New to Life teachers will attend summer on-boarding PD with school leaders to ensure that they understand the process of unit design using Understanding By Design.	Summer attendance to programming/PD	<ul style="list-style-type: none"> - Continued resources to support teachers in shifting practice towards Tier 1 supports in their classrooms and alignment to the skills in CCSS - Challenges in establishing positive rapport, trust, and coherence among staff in virtual space - We have not been focused enough on teaching and learning and now that we are pivoting toward stronger focus there is resistance 	Tier 1
4-3		All coaching of teachers will be rooted in CCSS/NGSS standards. These will be referred to and used as guide posts in conversations and planning around instruction.	Coaching logs for 21-22		Tier 1

4-4		Implementation of Interim Assessment Blocks 3 times per year in all ELA and Math classes with student work analysis to guide our instruction and curriculum planning	Implementation of IABs, data and shifts made to instruction and curriculum based on student work analysis	<ul style="list-style-type: none"> - Providing enough intervention and acceleration supports so that all students are receiving the academic supports they need for advancement - Complexity of providing appropriate supports during distance learning - Being able to adequately contact students who "disappeared" during Distance Learning - Lack of coordination of Tier 1 academic program offered to all students in each classroom - Lack of time in schedule and limits in OEA contract around teacher work hours in day for provide Tier 2 supports - Our students are not showing mastery of standards on any external assessment (IABs, SBAC)... and lack of data this year due to Distance Learning - Lack of some teacher's willingness to align to standards 	Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	All Students
School Theory of Change:	80% of Life students entering in 6th grade will reclassify by spring of 10th grade through strong reading growth (as measured by the SRI) and attention to the writing, speaking and listening skills required for reclassification.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible		SRI data		Tier 2
5-2		Shift in middle grades master schedule to increase the opportunities for students to be served through literacy intervention programming	Master Schedule		Tier 2

5-3		<p>Support seniors who might qualify for the Seal of Biliteracy in completing all requirements to show that they have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.</p>	<p>Data on number of students earning Seal of Biliteracy</p>	<ul style="list-style-type: none"> - Providing enough intervention and acceleration supports so that all students are receiving the academic supports they need for advancement - Complexity of providing appropriate supports during distance learning - Being able to adequately contact students who "disappeared" during Distance Learning - Lack of coordination of Tier 1 academic program offered to all students in each classroom - Lack of time in schedule and limits in OEA contract around teacher work hours in day for provide Tier 2 supports - Our students are not showing mastery of standards on any external assessment (IABs, SBAC)... and lack of data this year due to Distance Learning - Lack of some teacher's willingness to align to standards 	
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PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 335

School: LIFE Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Uniforms for our middle schol students	\$16,100	General Purpose Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-1
Membership/Dues used for WASC membership	\$3,000	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	All coaching of teachers will be rooted in CCSS/NGSS standards. These will be referred to and used as guide posts in conversations and planning around instruction.	335-2
Rental Facilities for our mid year retreat	\$4,000	General Purpose Discretionary	5624	Rentals: Facility	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	New to Life teachers will attend summer on-boarding PD with school leaders to ensure that they understand the process of unit design using Understadning By Design.	335-3
supplies for classroom instruction	\$6,450	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Supplies to support classroom instruction for student succes	335-4
funds to repair school van if needed	\$3,000	General Purpose Discretionary	5679	Repairs Cont - Vehicle	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Supplies to support classroom instruction for student succes	335-5
postage for mailing home report cards	\$1,000	General Purpose Discretionary	5724	Mail Services/Postage	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Postage to mail correspondence between schools and families	335-6
Providing faculty with refreshments for our beginning of year retreat.	\$5,000	General Purpose Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	New to Life teachers will attend summer on-boarding PD with school leaders to ensure that they understand the process of unit design using Understadning By Design.	335-7
Replacing tables and chairs in classrooms that needed	\$5,000	General Purpose Discretionary	4432	Furniture < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Supplies to support classroom instruction for student succes	335-8
Professional development oppourtunities for teachers	\$15,000	LCFF Supplemental	5200	Travel And Conferences	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Strong literacy intervention programming in grades 6-8 to support majoroty of students to recieve explicit langauge and literacy instrucion as early as possible	335-9

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 335

School: LIFE Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Certificated Teachers' Salaries Stipends	\$30,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	All coaching of teachers will be rooted in CCSS/NGSS standards. These will be referred to and used as guide posts in conversations and planning around instruction.	335-10
Clerical Salaries	\$32,382	LCFF Supplemental	2405	Clerical Salaries	tbd	n/a	0.30	Goal 1: All students graduate college, career, and community ready.	Provisioning of credit recovery opportunities through extended day and embedded in the day	335-11
School Office Supplies	\$21,200	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-12
Books other than textbooks	\$20,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Restructuring the ELA program in the middle grades to ensure more literacy intervention supports for students reading below grade level are accessible to more students	335-13
Rental Facilities	\$20,000	LCFF Supplemental	5624	Rentals: Facility	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-14
Computer Equipment	\$60,000	LCFF Supplemental	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Hold pre-SBAC, Pre-SRI and pre_ELPAC family meetings so that families can understand the role of these tests, especially for reclassification	335-15
Consultants	\$40,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Restructuring the math program in the middle grades to ensure more intervention supports for unfinished learning	335-16
Computer Equipment	\$12,000	LCFF Supplemental	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Implementation of Interim Assessment Blocks 3 times per year in all ELA and Math classes with student work analysis to guide our instruction and curriculum planning	335-17
External Work Order Services	\$50,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-18

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 335

School: LIFE Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Dues & Memberships	\$4,000	LCFF Supplemental	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	5 teachers in years 1-3 of teaching will attend the Standards Institute summer 2021. 5 more teachers will attend the Standards Institute in the summer of 2022.	335-19
Maintenance Work Orders	\$2,000	LCFF Supplemental	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Shift in middle grades aster schedule to increase the opportunities for students to be served through literacy intervention programming	335-20
Certificated Teachers' Salaries	\$40,604	LCFF Supplemental	1105	Certificated Teachers' Salaries	2381	Teacher, Structured English Immersion	0.60	Goal 1: All students graduate college, career, and community ready.	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-21
Certificated Teachers' Salaries	\$44,490	LCFF Supplemental	1105	Certificated Teachers' Salaries	2980	Teacher, Structured English Immersion	0.60	Goal 1: All students graduate college, career, and community ready.	Provisioning of credit recovery opportunities through extended day and embedded in the day	335-22
Certificated Teachers' Salaries	\$16,824	LCFF Supplemental	1105	Certificated Teachers' Salaries	6170	Teacher, Structured English Immersion	0.22	Goal 1: All students graduate college, career, and community ready.	Restructuring the ELA program in the middle grades to ensure more literacy intervention supports for students reading below grade level are accessible to more students	335-23
school Office Supplies	\$10,000	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-24
Computer Equipment	\$13,100	LCFF Concentration	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-25
Principal Salary	\$32,123	LCFF Concentration	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6304	Principal High School Small	0.17	Goal 1: All students graduate college, career, and community ready.	All coaching of teachers will be rooted in CCSS/NGSS standards. These will be referred to and used as guide posts in conversations and planning around instruction.	335-26
Classified Support Salaries Overtime	\$2,060	Title I: Parent Participation	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education	335-27

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 335

School: LIFE Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultants	\$2,060	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-28
Books other than textbooks	\$10,300	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-29
certificated teacher's salaries: stipends	\$4,928	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provisioning of credit recovery opportunities through extended day and embedded in the day	335-30
Rental Facilities	\$10,000	Measure N	5624	Rentals: Facility	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education	335-31
Meeting Refreshments	\$5,700	Measure N	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Support seniors who might qualify for the Seal of Biliteracy in completing all requirements to show that they have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.	335-32
school Office Supplies	\$15,208	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-33
Consultants	\$28,500	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-34
TBD	\$85,780	Measure N	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	335-35
Consultants	\$18,000	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	All coaching of teachers will be rooted in CCSS/NGSS standards. These will be referred to and used as guide posts in conversations and planning around instruction.	335-36
certificated teacher's salaries: stipends	\$64,183	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Restructuring the math program in the middle grades to ensure more intervention supports for unfinished learning	335-37

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 335

School: LIFE Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Books other than textbooks	\$5,000	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Restructuring the ELA program in the middle grades to ensure more literacy intervention supports for students reading below grade level are accessible to more students	335-38
Certificated Teachers' Salaries	\$14,039	tbd	1105	Certificated Teachers' Salaries	2367	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-39
Certificated Teachers' Salaries	\$13,535	tbd	1105	Certificated Teachers' Salaries	2381	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-40
Certificated Teachers' Salaries	\$14,830	tbd	1105	Certificated Teachers' Salaries	2980	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-41
Certificated Teachers' Salaries	\$17,029	tbd	1105	Certificated Teachers' Salaries	6168	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-42
Certificated Teachers' Salaries	\$15,295	tbd	1105	Certificated Teachers' Salaries	6170	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-43
certificated teacher's salaries: stipends	\$1,704	CPA	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provisioning of credit recovery opportunities through extended day and embedded in the day	335-44
Classified Support Salaries Overtime	\$2,000	CPA	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-45
Computer Equipment	\$12,000	CPA	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Implementation of Interim Assessment Blocks 3 times per year in all ELA and Math classes with student work analysis to guide our instruction and curriculum planning	335-46

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 335

School: LIFE Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultants	\$2,500	CPA	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Restructuring the math program in the middle grades to ensure more intervention supports for unfinished learning	335-47
Conference Expenses	\$4,000	CPA	5220	Conference Expense	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	1 teacher will attend Quality Teaching of English Learners summer 2021	335-48
Admission Fees	\$28,000	CPA	5829	Admission Fees	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	1 teacher will attend Quality Teaching of English Learners summer 2021	335-49
Meeting Refreshments	\$2,000	CPA	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-50
school Office Supplies	\$10,000	CPA	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	335-51
External Work Order Services	\$12,000	CPA	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education	335-52
After school program	\$343,972	21st	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Shift in middle grades aster schedule to increase the opportunities for students to be served through literacy intervention programming	335-53
After school program	\$149,110	ASES	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Shift in middle grades aster schedule to increase the opportunities for students to be served through literacy intervention programming	335-54
Assistant Principal	\$44,593	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	1802	Assistant Principal, High School	0.30	Goal 1: All students graduate college, career, and community ready.	Restructuring the ELA program in the middle grades to ensure more literacy intervention supports for students reading below grade level are accessible to more students	335-55

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 335

School: LIFE Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Certificated Teachers' Salaries	\$13,535	Measure G1	1105	Certificated Teachers' Salaries	2381	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Restructuring the math program in the middle grades to ensure more intervention supports for unfinished learning	335-56
Certificated Teachers' Salaries	\$14,830	Measure G1	1105	Certificated Teachers' Salaries	2980	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Restructuring the math program in the middle grades to ensure more intervention supports for unfinished learning	335-57
Certificated Teachers' Salaries	\$14,656	Measure G1	1105	Certificated Teachers' Salaries	2988	Teacher, Structured English Immersion	0.18	Goal 1: All students graduate college, career, and community ready.	Restructuring the math program in the middle grades to ensure more intervention supports for unfinished learning	335-58
Case Manager	\$53,821	Measure G1	2405	Clerical Salaries	6316	Case Manager 20	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education	335-59
Librarian	\$60,373	Measure N	1205	Certificated Pupil Support Salaries	7492	Librarian	0.50	Goal 1: All students graduate college, career, and community ready.	Restructuring the ELA program in the middle grades to ensure more literacy intervention supports for students reading below grade level are accessible to more students	335-60



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Life Academy of Health and Bioscience

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- *During our beginning of year orientation, at our Back To School Night event, at our weekly Parent Academy meetings, and at our bi-annual family conferences, we share the most current and relevant academic data with families to ensure that families are aware and clear about the academic progress of our school communities. We also take these times as opportunities to ensure that families understand how to decode academic standards and understand state assessments (SBAC, etc).*

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- *At Life, our weekly Parent Academy is a critical component of community collaboration -- it is a place where families, staff, and students come together to consider how to sharpen our skills as a community to engage with academic work. We also ensure that our bi-annual family conferences are treasured times for families*

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- *Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.*

- *Sharing out the Parent and Family Engagement Policy to all families by 12/2/2020*

The school communicates to families about the school's Title I, Part A programs by:

- *Ensuring that as many families as possible join the school's School Site Council (SSC), which meets on a monthly basis. We will also work to ensure that decisions made by the SSC are shared out regularly, after each meeting.*

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- *Presenting monthly updates at Parent Academy meetings as well as SSC meetings.*
- *Ensuring that advisors and teachers are up-to-date and regular in their weekly communications with families*
- *Ensuring that we hold bi-annual Family Conferences to ensure that there is a protected time for a robust and detailed check in about individual student progress.*

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- *Ensuring that our Robocalls, newsletters, Talking Point communications, etc are always in the languages that reflect our communities' needs.*

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- *Creating opportunities for students to partner directly with classroom teachers to act as supports and helpers.*

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- *Participating in observations of teachers' classrooms and debriefing these observations with the staff.*
- *Joining workshops organized by the family coordinators at Parent Academy that train families on how to support their children during Distance Learning. These include workshops on Zoom, Google Classroom, Aeries, Lexia, and other programs.*

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- *Regularly surveying parents and families to understand what is important to them, their goals and values, and what kind of support they need.*
- *Setting up regular Parent Panels to ensure that families can express their views and experiences and offer feedback directly to the school staff and community.*

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- *Ensuring that Back to School night, family conferences, and other meetings (SSC, Parent Academy, etc) are offered at times that accommodate working families (e.g., the evenings) and always have appropriate resources for translation.*

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- *Holding monthly SSC meetings, as well as ensuring that regular updates from the Principals take place on a monthly basis in Parent Academy.*

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- *Specifically targeting and reaching out to families who fit these profiles to join SSC, Parent Academy, and Parent Panels. Also, the SELLS team specifically addresses the needs and resources set aside for English Language Learners.*

The school provides support for parent and family engagement activities requested by parents by:

- *Ensuring a strong partnership with the Family Coordinators to make sure that parents' voices are heard and that their stated priorities are attended to.*

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- *Regularly using all methods of communication (talking points, social media, robocalls, etc) to ensure that community resources and services are appropriately communicated to all families.*

- *Work with community partners to arrange for the services that our families need, from housing to food to job supports.*
- *Regularly communicating these opportunities at our weekly Parent Academy meetings, including bringing in these resources to present directly to families.*

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by the Life Academy of Health and Bioscience on September 24, 2020 and will be in effect for the period August 10, 2020 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Alykhan Boolani

Alykhan Boolani

Name of Principal

Signature of Principal

10/7/2020

Date

Please attach the School-Parent Compact to this document.



School-Parent Compact

Life Academy of Health and Bioscience

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards**

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 SBAC and PSAT data in order to validate the academic program of the school.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Conferences will be held at least 1x/year and will include the participation of parent, student, and Advisor. The first parent-student-family contracts will be distributed. When necessary, additional conferences will be held to support the student's academic growth.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Life Academy and our parent leaders will support our parents to get access to Aeries 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 all parents and family members, including those with limited English proficiency and those with disabilities, with 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.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

At Life Academy, we hold a weekly "Parent Academy" to ensure that families have the training and materials they need to support their students. Given this year's particular situation with Covid-19 Shelter-in-place, it has been a priority to offer workshops to families that give them the digital skills they need to support their students with online learning.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

We value this partnership deeply and bring it to life via our Advisory program, which requires bi-weekly contact with families. We reserve time during our staff meetings to ensure that teachers have time within their day to make contact with families. In many cases, our teachers are in near daily contact with families during Distance Learning.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

All staff members are trained in how to communicate with families, including on the school-wide communication platform, Talking Points. Teachers utilize this tool to stay in regular and meaningful contact with families on a near daily basis. If language is a barrier, we have partnered Advisors with the appropriate human resources to ensure that they are able to keep up communication with all families.

Parent Responsibilities

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

<i>1. I will send my child to school on time every day (via Zoom and in person when we return)</i>
<i>2. I will make sure that my child gets adequate sleep and has a healthy diet. I understand that Life Academy provides free breakfast and lunch for all students.</i>
<i>3. I will provide a quiet place and time for my child to do homework, and I will review the homework.</i>
<i>4. I will promptly respond to messages from my child's school.</i>
<i>5. I will attend Back to School Night, Parent-Advisor –Student Conferences, Open House, Exhibition Nights, Certification Defenses, and other school events.</i>
<i>6. I will help my child's school however possible.</i>
<i>7. I will sign in at the office when visiting my child's school.</i>
<i>8. I will read to my child or have my child read for at least 20 minutes every day.</i>
<i>9. In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected.</i>
<i>10. I will limit the amount my child watches television.</i>
<i>11. I will limit taking vacations when school is in session.</i>
<i>12. I will support the dress code and school rules.</i>
<i>13. I will take notice of progress reports and sign them to maintain communication with the school.</i>

This Compact was adopted by the Life Academy of Health and Bioscience on September 24, 2020 and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before 12/1/2020.

Alykhan Boolani

Signature of Principal

10/7/2020

Date



Strategic Resource Planning (SRP)

LIFE Academy
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Rodrigo Sandoval Perez
Vice Chairperson:	Ricardo Cruz
Secretary:	Alma Piedras

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Alykhan Boolani or Aryn Bowman	x					
Alma Piedras (SELLS representative)				x		1st
Margarita Guzman				x		1st
Socorro Ruiz (SELLS representative)				x		1st
Eduardo Jimenez (SELLS representative)				x		1st
Gerson Hernandez					x	
Alexa Hernandez					x	
Selena Pablo Mendoza					x	
Kateri Simpson						
Ricardo Cruz		x				
Rodrigo Sandolval Perez		x				
Christi Carpenter		x				
Nicole Trujillo			x			
Rowan Dirscoll (alternate)		x				

SSC Meeting Schedule: (Day/Month/Time)	5pm first Wednesdays of the month
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)