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Enactment Date	8/24/2022 er



# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Life Academy

**Ask of the Board** Approval by the Board of Education of the 2022-2023 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Life Academy

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By: er



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Life Academy  
**CDS Code:** 1612590130575  
**Principal:** Aryn Bowman & Alykhan Boolani  
**Date of this revision:** 5/25/20

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      **Telephone:** 510-534-0282  
Oakland, CA 94601      **Email:** aryn.bowman@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2022*  
*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, 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

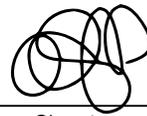
6. The public was alerted about the meeting(s) through one of the following:

- |  |   |  |
|--|---|--|
| <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*



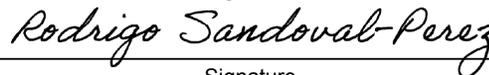
Signature

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

5/27/2022

Date

**2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/5/2022	SSC & SELLS combined	SSC Meeting - review of goals and data for this school year. Vote to confirm use of Title 1, Title 4 and Parent Title 1 as well as Measure G1 monies to ensure stable staffing for 2022-2023.
1/25/2022	Instructional Leadership Team	ILT Meeting - Review of the potential goals for student learning in 22-23 and the possible ways to support continued learning through summer programming and literacy programming in the 22-23 school year.
2/23/22	SSC & SELLS combined	SSC Meeting - review of SPSA and goals for 22-23 and our ideas for reaching goals
5/11/22	SSC & SELLS combined	SSC meeting - review and approval of SPSA

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified 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. 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides 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.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$164,820.00
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	\$1,051,499.42

### 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)	\$150,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$40,275.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,020.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$329,700.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$10,050.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,581.42	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)	\$47,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$91,873.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$225,250.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$164,820.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$886,679.42</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,051,499.42</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 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: STUDENT GOALS & TARGETS**

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

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-49	n/a	<i>not available until Fall 2022</i>	-35
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	25.7%	<i>not available until Fall 2022</i>	35.0%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-120.7	n/a	<i>not available until Fall 2022</i>	-100
CAST (Science) at or above Standard	All Students	12.4%	n/a	<i>not available until Fall 2022</i>	TBD
<b>Graduation Measures &amp; Annual Targets</b>					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	88.1%	100.0%	<i>not available until Fall 2022</i>	100%
On Track to Graduate: 9th Grade	All Students	55.2%	53.1%	<i>not available until Fall 2022</i>	60.0
On Track to Graduate: 11th Grade	All Students	72.7%	52.2%	<i>not available until Fall 2022</i>	65.0
A-G Completion	All Students	88.5%	96.0%	<i>not available until Fall 2022</i>	100.0
College/Career Readiness <i>*2018-19 baseline</i>	All Students	74.6%	n/a	<i>not available until Fall 2022</i>	TBD

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

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-129.2	n/a	<i>not available until Fall 2022</i>	-120.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-131.4	n/a	<i>not available until Fall 2022</i>	-120.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	37.0%	<i>not available until Fall 2022</i>	37.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-206.4	n/a	<i>not available until Fall 2022</i>	-190.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-193.3	n/a	<i>not available until Fall 2022</i>	-175.0

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	2.0%	0.0%	<i>not available until Fall 2022</i>	20.0%
LTEL Reclassification	Long-Term English Learners	1.3%	0.0%	<i>not available until Fall 2022</i>	20.0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	62.3%	0.0%	<i>not available until Fall 2022</i>	TBD
Out-of-School Suspensions	All Students	0.0%	n/a	<i>not available until Fall 2022</i>	1.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	<i>not available until Fall 2022</i>	1.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	<i>not available until Fall 2022</i>	1.0%
Chronic Absenteeism	All Students	15.3%	13.9%	<i>not available until Fall 2022</i>	TBD - post-covid
Chronic Absenteeism	African American Students	40.0%	48.3%	<i>not available until Fall 2022</i>	TBD - post-covid

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80.0%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100.0%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<ul style="list-style-type: none"> <li>- Continued work to support reading intervention in grade 6-9</li> <li>- Alumni Support / Continued contact with students/family + sibling networks</li> <li>- 1:1 Support / CCIC counselors and advisors</li> <li>- Systems and ownership / Postsecondary Success Team</li> <li>- Student awareness of options / Internship Class, dual enrollment, concurrent enrollment</li> </ul>	<ul style="list-style-type: none"> <li>- Strong and committed staff</li> <li>- investment in literacy specialist position</li> <li>- Grant award from Helzel Family Foundation - 200k over two years</li> <li>- Partnership with EBC</li> <li>- Strong counseling team that was able to pivot dual enrollment and concurrent enrollment options to virtual setting.</li> </ul>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<ul style="list-style-type: none"> <li>- Effectively managed COST team</li> <li>- Robust and effective MTSS team</li> <li>- Group and individual therapeutic support offered through a variety of partnerships</li> <li>- Students who are on grade level are often supported to become advanced</li> </ul>	<ul style="list-style-type: none"> <li>- Two case managers who focus on non-clinical supports for students in need in the MS grades and the HS grades</li> <li>- Addition of a Attendance Case Manager position that supported family contact and follow up</li> <li>- Effective MTSS organizational structures that supported swift intervention during distance learning</li> <li>- Multiple partnerships for the provisioning of clinical support</li> <li>- Strong teachers who understand how to push already prepared students toward college readiness</li> </ul>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<ul style="list-style-type: none"> <li>- Family involvement through 2x a year family conferences</li> <li>- Parent Academy once per week</li> <li>- Advisory system through which families are connected to a single teacher over time</li> </ul>	<ul style="list-style-type: none"> <li>- School commitment to family engagement</li> <li>- Use of ASP to fund family coordinators</li> <li>- Advisor connections to students and families</li> <li>-- protecting advisory time this year in distance learning</li> </ul>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> <li>- One on one system that ensures all staff have a coach and receive feedback weekly</li> <li>- Multiple opportunities for all staff to engage in the school systems through various teams and projects</li> </ul>	<ul style="list-style-type: none"> <li>- Above average number of years in the classroom creates strong foundation of professionalism and collaboration</li> <li>- Distributive leadership model</li> </ul>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>

<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<ul style="list-style-type: none"> <li>- 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 with reductions in FTE.</li> <li>- More postsecondary options for non-4 year college going/certificate/training students / Lack of institutional clarity on mission (4 year or bust?)</li> <li>- System for tracking alumni</li> </ul>	<ul style="list-style-type: none"> <li>- Pandemic exacerbated an already challenging situation for young people and for our academic program.</li> <li>- Lack of time and (wo)manpower to engage in continued cycles of inquiry and identification of strongest levers for change</li> <li>- Lack of academic preparedness for 4 year college programs / Academic weaknesses (alumni self report that this is especially true in math and science)</li> <li>- 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!</li> </ul>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<ul style="list-style-type: none"> <li>- Providing enough intervention and acceleration supports so that all students are receiving the academic supports they need for advancement</li> <li>- Lack of coordination of Tier 1 academic program offered to all students in each classroom</li> <li>- Our students are not showing mastery of standards on any external assessment (IABs, SBAC)... and lack of data from last two years due to pandemic</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of resources to ensure all needs are met</li> <li>- Lack of training on effective classroom practice for Tier 1 support</li> <li>- Lack of understanding of effective classroom practice</li> <li>- Lack of attention to standards</li> <li>- Lack of skill in teaching the standards and assessing student mastery thereof</li> </ul>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Attendance dwindled in Zoom space over time -- patience with virtual space waned over time... going on two years.</li> </ul>	<ul style="list-style-type: none"> <li>- Language barriers for parent coordinators</li> <li>- Parent Academy is not always welcoming space for non-Spanish speaking families</li> </ul>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<ul style="list-style-type: none"> <li>- Continued resources to support teachers in shifting practice towards Tier 1 supports in their classrooms and alignment to the skills in CCSS</li> <li>- Challenges in establishing positive rapport, trust, and coherence among staff in virtual space</li> <li>- We have not been focused enough on teaching and learning and now that we are pivoting toward stronger focus there is resistance</li> </ul>	<ul style="list-style-type: none"> <li>- People prefer the technical work and don't want to change classroom practice!</li> <li>- changing teaching practice is hard, adaptive work</li> <li>- low morale as pandemic continues</li> </ul>
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**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 along a highly qualified one. We seek to mitigate these and all the nequities 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.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Life Academy

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

Overall we have been implementing all SPSA strategies with some level of fidelity. The challenge of schooling in a pandemic has made the implementation of some of our strategies less successful than we would have hoped for. However with the unideal conditions on the ground we have made progress in the following, notable ways:

- Creating a positive 6-12 identity that is linked to our pathway (health and bioscience) through teacher leader development and more intentional, sequenced activities to engage students in the varied themes that fall within our pathway.
- Continued, strong and successful literacy work that uses data to drive student intervention at the 6th, 7th, 8th, 9th and 10th grade levels.
- Provisioning of credit recovery opportunities through extended day and embedded in the day to ensure that students off track toward high school graduation have multiple opportunities to make up the needed credits.
- Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education
- Implementation of Interim Assessment Blocks in all ELA and Math classes with student work analysis to guide our instruction and curriculum planning.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Our investment in coaching staff has yielded excellent results. Strong coaching and professional development for teachers in all content areas has been provided this year, specifically coaching based on standards and data analysis from assessments to determine areas of need so we can address unfinished learning.

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

Not significant changes. More of the same work toward the same goals.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Classified Support Salaries Overtime	Chronic Absenteeism	Payment for our clerical team to make additional calls and home visits in support of increasing student attendance	Being able to call families in their home language is baseline. It is working, families can understand. Sometimes it helps increase attendance and sometimes it doesn't.	Continue funding our clerical staff to translate/make home visits and calls
Consultants	Student Connectedness to School	Contract with the mental health care provider Wright Institute	Yes, students are connected to therapists to support them with their mental health needs	We will continue with these services. Students are more in need than ever for therapeutic services.
certificated teacher's salaries: stipends	SBAC ELA Distance from Standard Met	Additional literacy intervention for students who are below grade level in reading	Yes, although there are outliers, the majority of students enrolled in reading class are growing as readers	Continue.
Books other than textbooks	Reading Inventory (RI) Growth of One Year or More	Classrooms have high interest books for SSR which happens whole school twice a week to support reading growth in all students	SSR is an essential time for student independent reading. It is working and we will continue to do it.	Continue.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Life Academy

**School ID:** 335

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:**

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.

**Students to be served by these actions:**

*All Students*

#	Internship offered to all 11th graders for post secondary preparation (A-G status awareness, credit awareness, career awareness, financial aid previews, CAASP study support).	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Credit recovery taught for Life and Physical science content areas	Provisioning of credit recovery opportunities through extended day and embedded in the day	Master Schedule	Increased access to A-G classes for off track students of concern	Tier 2
1-2	Teaching of College Writing in the senior year.	Continued counseling services embedded in senior classes so that all seniors have multiple touch points to plan for their post secondary education	College Writing class required for all seniors through which all seniors will apply to 2 or 4 year colleges, complete FAFSA and complete their capstone project.	Increased access to A-G classes for off track students of concern	Tier 1
1-3	Teachers will engage in department unpacking of curriculum in order to support strong implementation	Support for teachers in using adopted, standards aligned curriculum in ELA 6-12, Science 6-12, Math 6-12.	Teacher observation, completion of assessments	More rigorous academic program	Tier 1
1-4	Teachers will administer IABs and will engage in conversations about IAB results to adjust instruction	Use of data to drive instructional choices (IABs, SRI, CAASP, etc). Collaborative conversations to improve practice	Completion of IABs in core content areas.	Data-driven planning and execution	Tier 1

1-5	Coaching and support of Tier 1 instruction in all classes	Continued investment in our two full time instructional coaches	All teachers have a coach with whom they meet at minimum 2x per month	More rigorous academic program	Tier 1
1-6	Internship offered to all 11th graders for post secondary preparation (A-G status awareness, credit awareness)	Curricular support, master scheduling considerations to ensure inclusion of all 11th grade students, and to ensure access to on-site internships is possible.	11th grade students will be enrolled in an internship class and complete at least one semester of internship (including academic enrichment opportunities such as DE/CE). Study sessions for CAASP will increase student proficiency on EAP measures for CSU class placement.		

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

<b>School Priority:</b>	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%
<b>School Theory of Change:</b>	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%
<b>Students to be served by these actions:</b>	<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?
2-1	5 teachers in years 1-3 of teaching will attend the Standards Institute summer 2021	Prioritize funding teachers to attend the Standards Institute	Teachers will attend the Standards Institute	More rigorous academic program	Tier 2
2-2	1 teacher will attend Quality Teaching of English Learners summer 2021	Prioritize funding teachers to attend this Professional Development (\$2500 per person)	Teachers will attend the Quality Teaching of English Learners PD	Increase supports for ELLs	Tier 2

2-3	Summer curriculum development that trains teachers to utilize standards from previous grade-levels to spiral and pre-teach grade level skills	Restructuring the math program in the middle grades to ensure more intervention supports for unfinished learning	Summer curriculum training sessions with Math department	Increased Tier 1 intervention opportunities for MS	Tier 1
2-4	Teachers will be trained in SIPPS and in Leveled Literacy Instruction so that they can ensure the most rigorous learning for all middle school students in reading classes	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	Summer training around SIPPS and LLI instruction; continued support through extended contract PD sessions bi-monthly	Increased Tier 1 intervention opportunities for MS	Tier 1
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	Internal school assessment calendar developed in June/July	Data-driven planning and execution	Tier 1

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

<b>School Priority:</b>	Students and families are welcomed, safe, healthy, and engaged.				
<b>School Theory of Change:</b>	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				
<b>Students to be served by these actions:</b>	<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?
3-1	Present at workshops around academic programs, issues, and topics	Hold monthly workshops for families to support them in understanding a variety of school/education related topics	Schedule of Parent Academy classes, held once per week.	Increasing opportunities for parent engagement / communication	Tier 1

3-2	Be present and in support of family meetings to share their classroom actions in support of these assessments	Hold pre-SBAC, Pre-SRI and pre_ELPAC family meetings so that families can understand the role of these tests, especially for reclassification	Agendas for Parent Academy meetings	Increasing opportunities for parent engagement / communication	Tier 2
3-3	Be present and connect with African American, API, and SWANA families	Hold listening campaigns for informed targeting African-American, API, and SWANA families	Agendas for listening campaigns	Diversifying parent involvement	Tier 2
3-4		Admin complete and submit School Site Safety Response Plan and Discipline Matrix			

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

<b>School Priority:</b>	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				
<b>School Theory of Change:</b>	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				
<b>Students to be served by these actions:</b>	<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?
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.	Prioritize funding teachers to attend the Standards Institute	Teachers will attend the Standards Institute	More rigorous academic program	Tier 2
4-2	All new teachers will participate in summer onboarding modules	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.	Modules and summer sessions programmed by May	Supporting stronger teacher preparation and acculturation	Tier 2

4-3	Teachers will work with assigned coach and learn to unpack standards	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.	PD and coaching agenda that prioritize understanding standards.	More rigorous academic program	Tier 1
4-4	Administration of IABs in classes	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	Assessment calendar created by June	More rigorous academic program	Tier 1

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Safety and Sense of Belonging for Black Students and Family
<b>School Theory of Change:</b>	If we 1) increase our Black student population at the school through better recruitment; 2) increase our recruitment and hiring of Black staff members; 3) ensure that Black students feel heard and see themselves at home in our community, then Black students will feel safe and at home at Life Academy.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and 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?
5-1	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration around work with Black students	PD agenda/scope and sequence that prioritizes this	Ensuring that Black students feel centered and safe	Tier 2

5-2	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities	PD agenda/scope and sequence that prioritizes this	Ensuring that Black students feel centered and safe	Tier 2
5-3	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	Black students do not feel targeted or 'pushed out' of their school environment.	Ensuring that Black students feel centered and safe	Tier 2
5-4		Recruitment and Hiring of more Black instructional staff members	Black students have access to trusting adults who care about them.	Ensuring that Black students feel centered and safe	Tier 2

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))**

<b>School Priority:</b>	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.
<b>School Theory of Change:</b>	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.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	The prioritization of funding to create a strong literacy program and staff small classes for reading	Master schedule	n/a	Tier 2

6-2	In addition to their core content classes, teachers teach small sections of reading classes (6:1) in which they use data to focus on the needed areas for each student's growth in reading	Shift in middle grades master schedule to increase the opportunities for students to be served through literacy intervention programming	Master schedule, literacy team agendas	n/a	Tier 2
6-3	Administration of the AVANT test to all bilingual juniors/seniors	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.	Number of students qualifying for the Seal of Biliteracy	n/a	Tier 2

**ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)**

<b>School Priority:</b>	Offering students social and restorative supports during their time in MS.
<b>School Theory of Change:</b>	If we fund support positions, students will feel safer, healthy, and engaged.
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<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?
7-1	Continue to integrate Theatre Arts into 6th grade curriculum	Continue to fund theater arts position	Master schedule	Increased arts for MS students	Tier 1
7-2	Have two academic mentors to help students transition smoothly into MS schools	Continue to fund academic mentors to help students transition smoothly into MS schools	Master schedule	Increased supports for MS Students	Tier 1
7-3		Continue to fund RJ case manager to support restorative discipline in the MS	Reduced suspensions and referral from MS students	Increased supports for MS Students	All

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
After School Learning Consultants	\$152,581	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	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%	335-1
11-Month Teacher on Special Assignment (TSA)	\$103,257	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8786	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	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	335-2
11-Month Teacher on Special Assignment (TSA)	\$33,918	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6895	11-Month Classroom TSA	0.30	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	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	335-3
11-Month Teacher on Special Assignment (TSA)	\$38,700	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8623	11-Month Classroom TSA	0.30	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students and families are welcomed, safe, healthy, and engaged.	335-4
ADMISSIONS FEES	\$28,000	California Partnership Academy	5829	Admission Fees		Admission Fees		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students and families are welcomed, safe, healthy, and engaged.	335-5
BOOKS	\$14,275	General Purpose Discretionary	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Summer curriculum development that trains teachers to utilize standards from previous grade-levels to spiral and pre-teach grade level skills	335-6
BOOKS	\$10,000	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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	335-7

Case Manager	\$28,032	LCFF Supplemental	2405	Clerical Salaries	2900	Case Manager 20	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	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.	335-8
Case Manager	\$46,719	Measure G1	2405	Clerical Salaries	2900	Case Manager 20	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	If we fund support positions, students will feel safer, healthy, and engaged.	335-9
Case Manager	\$115,056	Salesforce Principal Innovation Fund	2405	Clerical Salaries	6316	Case Manager 20	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Supplies support operation of programs in pathway	335-10
Certificated Supervisors', Administrators' and Instructional Coaches' Salaries	\$39,479	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6304	Principal High School Small	0.20	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	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	335-11
Classified Overtime	\$5,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Internship offered to all 11th graders for post secondary preparation (A-G status awareness, credit awareness, career awareness, financial aid previews, CAASP study support).	335-12
Classified Overtime	\$9,560	Measure N	2225	Classified Support Salaries: Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	If we fund support positions, students will feel safer, healthy, and engaged.	335-13
CLASSIFIED OVERTIME	\$4,020	Title I: Parent Participation	2225	Classified Support Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Students and families are welcomed, safe, healthy, and engaged.	335-14
Community School Manager	\$26,248	Salesforce Principal Innovation Fund	2405	Clerical Salaries	4220	Program Mgr Community School	0.25	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers will be trained in SIPPS and in Leveled Literacy Instruction so that they can ensure the most rigorous learning for all middle school students in reading classes	335-15

COMPUTERS	\$5,000	LCFF Supplemental	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Strong literacy intervention programming in grades 6-8 to support majority of students to receive explicit language and literacy instruction as early as possible	335-16
CONFERENCE EXPENSE	\$5,000	California Partnership Academy	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC Math Distance from Standard Met	Teachers will engage in department unpacking of curriculum in order to support strong implementation	335-17
CONFERENCE EXPENSE	\$0	Measure N	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%	335-18
CONFERENCES	\$10,000	LCFF Supplemental	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Out-of-School Suspensions	If we fund support positions, students will feel safer, healthy, and engaged.	335-19
CONSULTANT CONTRACTS	\$11,500	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers will work with assigned coach and learn to unpack standards	335-20
CONSULTANT CONTRACTS	\$20,000	Measure N	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%	335-21
CONSULTANT CONTRACTS	\$10,050	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Students and families are welcomed, safe, healthy, and engaged.	335-22
CONSULTANT CONTRACTS	\$9,334	Title I: Basic	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%	335-23
DUES AND MEMBERSHIP	\$3,000	General Purpose Discretionary	5300	Dues & Memberships		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Needed supplies to support daily operations for teaching	335-24

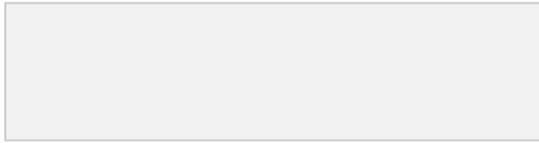
EXTENDED CONTRACTS	\$10,000	California Partnership Academy	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	On Track to Graduate: 11th Grade	Credit recovery taught for Life and Physical science content areas	335-25
EXTENDED CONTRACTS	\$40,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Present at workshops around academic programs, issues, and topics	335-26
EXTENDED CONTRACTS	\$40,000	Measure N	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	A-G Completion	If we fund support positions, students will feel safer, healthy, and engaged.	335-27
ID BADGES	\$3,900	LCFF Supplemental	4340	I.D. Badges		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	335-28
Librarian	\$62,918	Measure G: Library	1205	Certificated Pupil Support Salaries	7492	Librarian	0.50	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	If we fund support positions, students will feel safer, healthy, and engaged.	335-29
MEETING REFRESHMENTS	\$2,000	California Partnership Academy	4311	Meeting Refreshments		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers will be trained in SIPPS and in Leveled Literacy Instruction so that they can ensure the most rigorous learning for all middle school students in reading classes	335-30
MEETING REFRESHMENTS	\$6,000	Measure N	4311	Meeting Refreshments		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Offering students social and restorative supports during their time in MS.	335-31
OFFICE SUPPLIES	\$15,000	Measure N	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Continue to integrate Theatre Arts into 6th grade curriculum	335-32
POSTAGE	\$1,000	General Purpose Discretionary	5724	Mail Services/Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Have two academic mentors to help students transition smoothly into MS schools	335-33

PROFESSIONAL/CONTRACTED SERVICES	\$18,000	California Partnership Academy	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Have two academic mentors to help students transition smoothly into MS schools	335-34
PROFESSIONAL/CONTRACTED SERVICES	\$20,000	Measure N	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Credit recovery taught for Life and Physical science content areas	335-35
RENTALS AND FACILITIES	\$6,000	General Purpose Discretionary	5624	Rentals: Facility		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%	335-36
RENTALS AND FACILITIES	\$9,828	Measure N	5624	Rentals: Facility		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%	335-37
RENTALS AND FACILITIES	\$15,000	Measure N	5624	Rentals: Facility		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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%	335-38
SUPPLIES	\$6,000	California Partnership Academy	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Support instruction with instructional materials for classes.	335-39
SUPPLIES	\$20,000	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	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	335-40
Teacher	\$24,715	Other Donations	1105	Certificated Teachers' Salaries	0063	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	All new teachers will participate in summer onboarding modules	335-41

Teacher	\$64,622	LCFF Supplemental	1105	Certificated Teachers' Salaries	2381	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	335-42
Teacher	\$31,446	LCFF Supplemental	1105	Certificated Teachers' Salaries	7762	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	A-G Completion	If we fund support positions, students will feel safer, healthy, and engaged.	335-43
Teacher	\$13,843	LCFF Supplemental	1105	Certificated Teachers' Salaries	2663	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	335-44
Teacher	\$7,677	LCFF Supplemental	1105	Certificated Teachers' Salaries	3455	Teacher, Structured English Immersion	0.05	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students and families are welcomed, safe, healthy, and engaged.	335-45
Teacher	\$11,515	Measure G1	1105	Certificated Teachers' Salaries	3455	Teacher, Structured English Immersion	0.15	Goal 1: All students graduate college, career, and community ready.	N/A	N/A	335-46
Teacher	\$16,155	Measure G1	1105	Certificated Teachers' Salaries	2381	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	If we fund support positions, students will feel safer, healthy, and engaged.	335-47
Teacher	\$15,944	Measure G1	1105	Certificated Teachers' Salaries	2980	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Internship offered to all 11th graders for post secondary preparation (A-G status awareness, credit awareness)	335-48
Teacher	\$18,671	Measure N	1105	Certificated Teachers' Salaries	3303	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers will be trained in SIPPS and in Leveled Literacy Instruction so that they can ensure the most rigorous learning for all middle school students in reading classes	335-49

Teacher	\$13,843	Measure N	1105	Certificated Teachers' Salaries	2663	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	1 teacher will attend Quality Teaching of English Learners summer 2021	335-50
Teacher	\$17,868	Measure N	1105	Certificated Teachers' Salaries	6168	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Specific academic supports for student who are off track	335-51
Teacher	\$13,843	Title I: Basic	1105	Certificated Teachers' Salaries	2663	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Specific academic supports for student who are off track	335-52
Teacher	\$30,258	Title I: Basic	1105	Certificated Teachers' Salaries	3921	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Specific academic supports for student who are off track	335-53
Teacher	\$17,868	Title I: Basic	1105	Certificated Teachers' Salaries	6168	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Specific academic supports for student who are off track	335-54
Teacher	\$17,062	Title I: Basic	1105	Certificated Teachers' Salaries	2988	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Specific academic supports for student who are off track	335-55
Teacher	<b>\$30,497</b>	Title I: Basic	1105	Certificated Teachers' Salaries	7763	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Out of School Suspensions	Contract with consultants for development of stronger MTSS practices and organization towards supporting students who require Tier 2/3 interventions academics and behavior.	335-56
Teacher	\$31,888	Title I: Basic	1105	Certificated Teachers' Salaries	2980	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Overtime for support with afterschool internship and pathway programming	335-57

Unallocated	\$6,062	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	n/a	335-58
UNIFORMS	\$16,000	General Purpose Discretionary	4380	Uniforms		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	uniforms	335-59
After School Program Contract	\$366,124	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	after school programming	335-60



## **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 & 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:

- *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.*
- *We will use the adopted curricula in ELA 6-8, Math 6-11 and science 6-11 in order to ensure we are aligned to the Common Core State Standards*
- *Students will take the Reading Inventory 3 times per year and be given opportunity to reflect on their progress as readers*
- *Providing students immediate feedback on standards aligned assignments*

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:

- *Inviting all families to attend the weekly Parent Academy meetings where there will be learning opportunities regarding academic success of their students (i.e. reclassification, how to support your child as a reader, etc)*
- *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.*
- *Specific affinity group opportunities for family dinners such as Black Family dinner, API family dinner, in order to engage families on topics relevant to their students and to listen and learn from families what they need for their students.*

#### **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.*

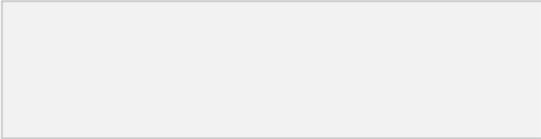
The school communicates to families about the school's Title I, Part A programs by:

- *Including summary of Title 1 meeting and activities in our newsletter which will be sent our via Parent Square*

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:

- *Holding parent workshops in Parent Academy on Interim Assessments, the SBAC testing, Reading inventory and the ELPAC.*
- *Holding optional parent observations of classes each fall and spring so that parents can be welcomed into classrooms and learn some of the lenses used to observe and give feedback to teachers on their practice.*

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:



## School-Parent Compact 2021-22

*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 Parent Portal 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*

contacting the main number (510) 510.554.0280 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.**

*Life Academy staff will provide parents with the following workshops each year in an effort to support them in best supporting their students:*

*Reclassification for English Language Learners  
High School Graduation Requirements and A-G Requirements  
FAFSA and Dream Act Completion//Cash for College Workshops  
Intervention Meetings for 9th Graders Off Track by January  
Intervention Meetings for 10th Graders Off Track by October*

- 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.**

- 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.**

*Life Academy staff will use Parent Square to communicate with families regularly about their child's academic progress, and when appropriate, their behavior. This communication is in the home language. When needed we will call families in their home language to discuss issues such as referrals for behavior or students in danger of failing classes.*

### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

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

*school.*

This Compact was adopted by Life Academy and will be in effect for the period of August 31, 2021 to May 28, 2022.

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 Oct 31, 2021 .

*Aryn Bowman*  
(Principal's Signature)

8/31/2021  
(Date)

*Rodrigo Sandoval-Perez*  
(20-21 SSC Chair's Signature)

8/31/21  
(Date)



Strategic Resource Planning (SRP)

**LIFE Academy**  
**School Site Council Membership Roster**  
**2021-2022**

**SSC - Officers**

Chairperson:	Rodrigo Sandoval Perez
Vice Chairperson:	Karina Najera
Secretary:	Aryn Bowman

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Aryn Bowman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>N/A</b>
	<input type="checkbox"/>					
Rodrigo Sandoval Perez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
William Juang	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Rowan Driscoll	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Nicole Trujillo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Angel [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Emeline [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Mattheu [REDACTED] (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Zoila Flores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Karina Najera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Socorro Ruiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
	<input type="checkbox"/>					
	<input type="checkbox"/>					

1

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Third Mondays of the Month, via Zoom 5pm-6pm: Oct 18, Nov 15, Jan 17, Feb 21, March 21, April 18 and May TBD based on requirements for SPSA voting and signing
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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.

