

<b>Action Research</b>	<b>Life Academy</b>
<b>School:</b>	Life Academy of Health & Bioscience 6-12
<b>Pathway/s:</b>	Health & Bioscience
<b>Outcome Data</b>	<a href="#">Life Academy Data Slides Linked Here</a>
<b>Top 5 Measure N Funding Commitments</b>	1) Salary for employees 2) Consultants 3) Teacher Stipends 4) Equipment Rentals 5) Travel and Conferences
<b>What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?</b>	1) What does an excellent, effective health pathways at a small school (with 200 students) look like? 2) What pedagogical and curricular moves will increase the mastery of basic math skills?
<b>What did you discover in the past year? (Please use data to support.)</b>	This past year we have learned that our strategic actions in literacy are showing strong results. Our students in LLI are gaining about 2 years of reading growth every 9 months. We also have recognized the need to do some more substaintial inquiry around supporting out stuents in independent mastery of mathematical concepts and procedures.
<b>What are you going to do differently or change moving forward?</b>	We are investing (energy, human resource and money) in the collaborative development of a pipeline program for MAs and DAs with La Clinca. Have focused inquiry around math suported through lesson study that drives increase in student outcomes.
<b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b>	We anticipate that students mastery of math will increase as assessed by external measurs (i.e. SBAC). We acticipate that in our first year of a pilot partnership between La Clinica and Life that we will learn how to build a collaborative program between our school and a community based clinic. We anticiapte that this wil support some of our students in having clear post secondary career plans.

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

### 1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

*Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.*

**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.

#### Family & Student Engagement

### SCHOOL DATA SLIDES

[Life Academy Data Slides Linked Here](#)

### 1B: 18-19 NEEDS ASSESSMENT

**STRENGTHS & CHALLENGES**

**Task: Identify schoolwide strengths and challenges related to each data point.**

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

Instructions:	<p><b>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</b></p> <ul style="list-style-type: none"> <li>• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?</li> </ul> <p><b>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</b></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	Our graduation rate is strong, hovering around 80% for the past several years.	Adults have to consistently hustle to support myriad credit recovery opportunities for juniors and seniors who are missing crucial credit toward their diplomas.	1) Utilize the student graduate profile within the advisory system to ensure more one on one "counseling" time with all high school students 2) strengthen the role of advisory in ensuring understanding of college readiness. 3) one on ones with all juniors and seniors through counseling team (counselor, AP, principal, CCRS)
<b>On Track to Graduate (11th Grade)</b>	We have site based summer school in all 4 content areas to support students in completing credit recovery on site.	Credit recovery is resource intensive. Students often avoid completing missing credits until it becomes urgent and is therefore more challenging.	1) We will work to systematize credit recovery opportunities before second semester junior year. 2) we will increase the number of 10th graders completing credit recovery prior to fall of their junior year.
<b>A-G Completion</b>	The vast majority of our students complete A-G requirements. We have a no D policy at Life.	Many students in the Special Ed program do not graduate A-G	Strengthen our inclusion model so students with IEPs are provided access to the same A-G courses that gen ed students have access to.
<b>SBAC ELA</b>	A strength is that SBAC 11 is predictive using the SRI, and we have had success in supporting students in scoring P and A on this assessment (specifically the class of 2017)	Students reading levels when they enter Life are highly indicative of their future success on the SBAC and our resources have a direct impact on our ability to accelerate (or not) student reading levels.	1) Expand offerings of LLI 2) Expand offerings of ELD 3) Focus on alignment of writing outcomes from 6-12
<b>SBAC Math</b>	Strong, consistent math team with over 75 years of collective experience.	Less than 20 individual students are meeting the standard in SBAC math 6-8. Less than 15 individual students are meeting the standard in SBAC math 11. Lack of understanding of the test items holds us back from being able to fully prepare students for what they will encounter on the SBAC.	1) The math team will engage in a summer math retreat through which we will dig deeper into SBAC released items, and as a team generate a bank of similar items to pull from across the grade levels. 2) The math team will engage in a summer math retreat in which we will develop vertically aligned spiraled homework to ensure students are strategically given homework which reviews skills and concepts that were previously taught from grades 6-10. 3) math teachers will intentionally use SBAC aligned language in the teaching/instruction in their classrooms to familiarize students with this vocabulary, etc.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	The majority of our students are passing DE courses and obtaining transferrable college credit.	Our AP pass rates for AP calculus, the longest standing AP course at Life, are very low.	Strategic use of Khan Academy and AP test prep tools that are also aligned to supporting student mastery of content.
<b>Pathway Participation/CTE Enrollment*</b>	100% of our students participate in the Health & Bioscience pathway	We do not have a strong articulation of pathway courses - the pathway lives randomly in sciences and integrated projects and through internships.	Hire a CTE teacher with strong background in health or bioscience who can lead the building out of this work.

<b>English Learner Progress</b>	SRI growth has a lowed for reclassification to happen in both the Spring, Fall, and Winter. The last two years have included EL Shadows for staff members to bring a focus and mindset towards change. Last year 5 grades were supported in english 3D 6-10.	The Tier 2 intervention is in reading via LLI which is focused on the writing and reading domain versus speaking and listening. We have a substantial number of LTEL students. Many teachers have not had ELD training, thus a barrier is embedding ELD best practices into classroom instruction for targeted language practice.	1) Continue EL Shadows2) Increase English 3D offerings3) Train all teachers on ELD strategies to include more academic language and accountability
<b>Suspension Rate</b>	We have school-embedded Tier 1 strategies that create strong school culture. When these Tier 1 strategies fail, we use a variety of RJ practices including ISS to address otherwise suspendable events. This supports us in keeping our suspension rates low.	Our RJ approach takes far more human resource than suspending students.Funding out 1.0 case manager is a major commitment, and this work is 75% held by her.	Ideally we need to add someone to manage this work in the middle school. We have a high suspension rate in the Middle grades because we don't have a consisten person to handle this work. A high leverage action would be to hire a counter part to our high school case manager.

#### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	<b>June 2021 Goal</b>	<b>Related LCAP Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Graduation Rate</b>	By June 2021 we will have a 90% graduation rate (59 out of 65 students)	Goal 1: Graduates are college and career ready	All Students	85.50%	90%	90%	Continue to implement college and career readiness programming within the 6-12 trajectory
<b>On Track to Graduate (11th Grade)</b>	Create a systematized credit recovery process that upholds standards and rigor so that 10% more students are on track to graduate in the 10th and 11th grade.	Goal 1: Graduates are college and career ready	All Students	55.70%	62.70%	65%	Continue to implement college and career readiness programming within the 6-12 trajectory
<b>A-G Completion</b>	90% of diploma track students will graudate A-G	Goal 1: Graduates are college and career ready	All Students	67.80%	70.00%	75%	Continue to implement college and career readiness programming within the 6-12 trajectory
<b>SBAC ELA</b>	By June 2021 we will reduce the number of students in grade 11 not meeting the standard in SBAC ELA to below 15% and inacease the percentage of students scoring meeting and exceeding to a combined total of 70%.	Goal 2: Students are proficient in state academic standards	All Students	-42.3	-34.8	-27.3	Continue to increase the capacity of faculty and staff to collect, disaggregate and analyze student performance data (including common assessments, classroom data, and external assessments such as SBAC) in order to make informed instructional decisions in the implementation of rigorous Standards-based curriculum, instruction, assessment and accountability strategies in the classrooms.
<b>SBAC Math</b>	By June 2021 we will reduce the number of students in grade 11 not meeting the standard in SBAC Math to below 30% and increase the percentage of students scoring meeting and exceeding to a combined total of 40%.	Goal 2: Students are proficient in state academic standards	All Students	-112.6	-102.6	-92.6	Continue to increase the capacity of faculty and staff to collect, disaggregate and analyze student performance data (including common assessments, classroom data, and external assessments such as SBAC) in order to make informed instructional decisions in the implementation of rigorous Standards-based curriculum, instruction, assessment and accountability strategies in the classrooms.
<b>AP Pass Rate</b>	By 2021 our AP pss rate (students scoring 3 or above) will be 44%. Of the 32 students enrolled in AP Calc, 2 will pass the AP exam. Of the 32 student enrolled in AP Bio, 6 students will pass the AP exam. Of the 45 students enrolled in AP Spanish Language 40 will pass the AP exam.	Goal 1: Graduates are college and career ready	All Students	44%	44%	44%	Continue to increase the capacity of faculty and staff to collect, disaggregate and analyze student performance data (including common assessments, classroom data, and external assessments such as SBAC) in order to make informed instructional decisions in the implementation of rigorous Standards-based curriculum, instruction, assessment and accountability strategies in the classrooms.

<b>Dual Enrollment Pass Rate</b>	100% of students enrolled in DE courses will pass course.	Goal 1: Graduates are college and career ready	All Students	100%	100%	100%	Continue to implement college and career readiness programming within the 6-12 trajectory
<b>Pathway Participation/ CTE Enrollment*</b>	100% of students will be enrolled in our pathway.	Goal 1: Graduates are college and career ready	All Students	100%	100%	100%	
<b>English Learner Progress</b>	80% of ELLs will reclassify within 3.5 years at Life Academy (6th graders who enter as ELLs will be reclassified by mid year 9th grade)	Goal 4: English learners are reaching English fluency	English Learners	#N/A	#N/A	#N/A	
<b>Suspension Rate</b>	We will entirely reduce racial and gender disproportionality in suspension (suspension will match the demographics of the school) for African American and male students.	Goal 5: Students are engaged in school everyday	All Students	-112.6	coming soon	coming soon	

**School:** LIFE Academy

**School ID:** 335

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>		<b>KEY:</b> 1: Not at all      3: Mostly 2: Somewhat      4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	360 results for school site leader indicate that all staff members agree that the school leader is demonstrating commitment to the school vision through their words and actions.	360 survey results indicate that there is a lack of ownership of our mission/vision. Not all staff members are clear on the benchmarks we should be using to measure ourselves against our school vision/mission. Our priorities are meaningful but it isn't clear how we are measuring them or what attainment would look like.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	2: Somewhat	We have an AP who served as the Academy lead before moving into administration. She works with the current Academy lead to complete all paperwork for the Academy. This work is isolated and technical. There is minimal adaptive work around Academy leadership happening presently at the school.	We have a long way to go before each pathway teacher has a defined role in leading the pathway and all teachers operate as a team in to support program development and operations. Finding a strong leadership configuration for the Academy with multiple bought in team members is an important next step for us.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	We collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation.	There is a need to grow the ownership for the leadership work of the academy beyond the principal. With the work of running the operations and logistics of a 6-12 the work of acting as a "core driver for change" is often secondary, because, although important, isn't urgent.
<b>School Leadership &amp; Vision Goal for 2018-19:</b>		Our goal for 18-19 is to use an external facilitator to support our leadership in moving through a theory of action/theory of change process and to support the development of a process to lead our school staff through a visioning process. The outcomes of these processes are not pre-determined, but the goal is to engage all stakeholders in this process. Furthermore, the development of leadership among grade level leads, department leads and ILT members is an important additional goal.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	The school is small and so all the work is interconnected and all members of all teams are in constant communication.	We need to strengthen our CCRS team to ensure that all students who are not UC/CSU eligible are having access to opportunities in the CTE fields of their choice and that we are developing clear, monitored pathways toward that end.
<b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	The school is small and so all the work is interconnected and all members of all teams are in constant communication which leads to strong alignment.	Although we are aligned and in constant communication the role of strengthening the pathway is not an aspect of how we see our work. Developing this in ways that we can benchmark it and check on our development and progress is a next step.
<b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	We have collective decision making processes.	Very few people are actively interested in taking part in the processes whereby decisions are made.

<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	Our resources are aligned to the vision of the school.	We do not currently have a CTE teacher driving the work of the academy, so we often miss opportunities to have this be a voice at the table!
<b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	All of our programming is entirely open enrollment. 100% of our students participate in internships and in the pathway. Internship and pathway enrollment are therefore entirely aligned to our school demographics.	We need to increase the variety and supports for internship programming for students with IEPs who are enrolled in our ASC program.
<b>Systems &amp; Structures Goal for 2018-19:</b>	In order to support Life Academy as a system we are moving to a Co Principal model in order to promote sustainability and succession planning for our school.		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Teacher Stipends (to pay for added PD days for all staff at beginning, middle and end of the year)	Whole School	All Students	LCFF Supplemental	\$38,000.00	1120		Building the Conditions	
Teacher Stipends (to pay for teacher office hours and small group instruction after contract hours and ILT stipends)	Whole School	All Students	General Purpose Discretionary	\$16,500.00	1120		Comprehensive Student Supports	
Supplies (to support instruction)	Whole School	All Students	General Purpose Discretionary	\$30,044.89	4310		Career Technical Education	
ID Badges	Whole School	All Students	General Purpose Discretionary	\$4,000.00	4340		Comprehensive Student Supports	
Dues & Membership (mandatory WASC dues)	Whole School		General Purpose Discretionary	\$2,395.00	5300		Building the Conditions	
Rentals & Facility	Whole School	All Students	General Purpose Discretionary	\$8,000.00	5624		Building the Conditions	
Postage	Whole School	All Students	General Purpose Discretionary	\$3,000.00	5724		Building the Conditions	
Admission Fees	Whole School	All Students	General Purpose Discretionary	\$5,000.00	5829		Career Technical Education	
Licensing Agreements	Whole School	All Students	General Purpose Discretionary				Building the Conditions	
Furniture	Whole School		General Purpose Discretionary	\$8,000.00	4432		Building the Conditions	
Refreshments	Whole School	All Students	General Purpose Discretionary	\$2,000.00	4311		Building the Conditions	

Books Other Than Textbooks	Whole School	All Students	General Purpose Discretionary	\$4,000.00	4200		Comprehensive Student Supports	
Equipment Maintenance Agreements (copiers)	Whole School	All Students	General Purpose Discretionary	\$8,000.00	5610		Building the Conditions	
Computers < \$5,000 to update computers used for instructional purposes in classrooms	Whole School	All Students	LCFF Concentration	\$17,000.00	4420		Comprehensive Student Supports	
External Work Order Services (providing busses for grade level trips which support in the building and maintaining of school culture)	Whole School		General Purpose Discretionary	\$8,000.00	5826		Building the Conditions	
External Work Order Services (funding busses for the HS grade level trips which both reinforce pathway themes and standards as well as support the maintaining of grade level culture)	All Pathways	All Students	California Partnership Academy	\$20,000.00	5826		Building the Conditions	
Supplies (to support instruction)	Whole School	All Students	LCFF Supplemental	\$359.08	4310		Building the Conditions	
Supplies (to support instruction)	Whole School	All Students	LCFF Concentration	\$72.75	4310		Building the Conditions	
Supplies (to support instruction)	Whole School	All Students	Title I: Basic	\$2,999.77	4310		Building the Conditions	
Supplies (to support instruction)	Whole School	All Students	Title I: Parent Participation	\$797.00	4310		Building the Conditions	
Uniforms	All Pathways	All Students	General Purpose Discretionary	\$13,000.00	4380		Comprehensive Student Supports	
Computer < \$5,000 to support instructional practices	All Pathways	All Students	LCFF Supplemental	\$20,000.00	4420		Career Technical Education	
Funding to hire external facilitator to support with the theory of action/vision work for the leadership team.	Whole School	All Students	Measure N	\$15,203.52	5825		Building the Conditions	



## LANGUAGE & LITERACY

*What strategic actions are you taking to improve language and literacy outcomes for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>1) Through 9 sections of LLI 54 students who are reading far below grade level will receive homogenous group instruction to move their reading level by 2 years within the 9 month school year.</p> <p>2) Through 2 sections of English 3D 30 students in need to language support will grow reclassify as FEP and will meet their SRI growth goals.</p>	Partially Implemented	Highly Effective	As shown through growth on the F&P and the SRI, students enrolled in LLI are on pace to meet their growth goals. This program is highly effective. We were unable to offer any ELD programming this year

## IMPLEMENTATION GOALS

*Identify two 2018-19 implementation goals related to Language & Literacy.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	1) Through SIPPS, ELD, LLI and strong language instruction in all content areas, all students are meeting their SRI growth goals every year. We will use outliers not making adequate progress as focal students to determine what next steps we can take to support growth for all students.	All Students			100% of students are meeting growth goals	Elevate the capacity of faculty and staff to develop and implement strategies to improve academic achievement of all students in English Language Arts and Mathematics as measured by external assessments.
Common Core	1) Intentionally ensuring that all students are accessing complex text in all grade levels and in all disciplines 2) All teachers will use Common Core based language and standards when teaching persuasive/argumentative writing. 3) All teachers across grade level and content area implement common core standards for writing. Four times a year we will engage in staff wide student work analysis to anchor student work to grade level standards.	All Students			100% of students are meeting growth goals	Elevate the capacity of faculty and staff to develop and implement strategies to improve academic achievement of all students in English Language Arts and Mathematics as measured by external assessments.

## THEORY OF ACTION

Theory of Action	Currently our support for ELLs is not adequate, or fulfilling our legal responsibility. In 18-19 our full staff will engage in Systematic ELD training in order to learn the necessary skills of weaving explicit language instruction into content area teaching. We will offer ELD courses in each grade level 6-9 utilizing the English 3D curriculum in order to increase the teaching of high-leverage academic language, including vocabulary, syntax, and grammar and to improving speaking and listening skills through daily opportunities for class discussions, peer collaboration, and formal speeches. We will continue to support our readers who are multiple grade levels below in reading through LLI sections and will expand from 9 sections to 14 sections, and increase sections offered in high school. If we do the above (Systematic ELD training, offering ELD in grades 6-9 and increase LLI offerings) we will support all students in reaching their SRI growth goals.
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<b>How are you supporting English Language Learners?</b>	In 18-19 our full staff will engage in Systematic ELD training in order to learn the necessary skills of weaving explicit language instruction into content area teaching. We will offer ELD courses in each grade level 6-9 utilizing the English 3D curriculum in order to increase the teaching of high-leverage academic language, including vocabulary, syntax, and grammar and to improving speaking and listening skills through daily opportunities for class discussions, peer collaboration, and formal speeches.			
<b>How are you building conditions for students and adult learning?</b>	Creating the conditions for adult learning is best done through praxis: learning by doing and creating space for continual reflection. Through PD structures we will, as a staff, engage in continual learning about ELD strategies, and be give opportunities to reflect on our learning through observation, feedback, student work and other forms of data.			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	The SSC and SPGC (strategic planning and governance team) will be involved in reviewing this plan and offering feedback	The ILT will have an opportunity to read through this plan and offer feedback	N/A	The literacy team and the Humanities team will be involved in reviewing this plan and offering feedback

## STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Strategic Action		Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
We will offer 4 sections of English 3D to our ELLs, one at each grade in grades 6-8 and a combined 9-10 class.		English Learners	LCFF Concentration	1105		Comprehensive Student Supports	A4.1 English Learner Reclassification
We will continue offer as many sections of LLI as we are able with our current staffing and seek to add sections of LLI in the high school		All Students	Grant	1105		Comprehensive Student Supports	A3.2 Reading Intervention
We will continue offer as many sections of LLI as we are able with our current staffing and seek to add sections of LLI in the high school		All Students	LCFF Supplemental	1105		Comprehensive Student Supports	A3.2 Reading Intervention
Staff will engage in monthly PD on ELD strategies as a full staff.		English Learners	Other			Building the Conditions	A3.4 Teacher Professional Development focused on Literacy
All teachers will engage in systematic ELD training and integrate learnings into their instructional practice.		Long-Term English Learners	Central Resources			Building the Conditions	A3.4 Teacher Professional Development focused on Literacy
We will continue EL Shadowing once per year with target teachers participating and sharing learnings back to full staff.		Long-Term English Learners	Central Resources			Building the Conditions	A4.1 English Learner Reclassification

We will explore the viability of a “Rise Up” or “Boost” period by visiting schools that use this model and build out skill and buy in for implementation in 19-20		All Students				Building the Conditions	A2.9 Targeted School Improvement Support
We will use PD to engage in the alignment of writing scaffolds and skills (i. e. what does a paragraph look like in 6, 7, 8, 9, etc)		All Students	Grant			Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION				
RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT				
PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3+		3	Our themes have been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards As student interest in behavioral health has increased we have increased our internships in these fields.
Integrated Core	3		3	The majority of academic and technical coursework in all grade levels is aligned to grade-level academic and CTE standards and provides all students, regardless of prior academic achievement, with the opportunity to meet A-G requirements
Cohort Scheduling	3		3	Nearly all pathway students participate as a cohort in the pathway's academic and technical courses Most grade- level pathway teachers share a common preparation period. There is flexible use of time and instructional methodologies that enable all pathway students to participate in multidisciplinary projects
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	3+		3+	Life Academy coursework reflects the processes and products of industry professionals and involves critical thinking and creativity and requires students to make connections across the curriculum. At each grade level 6-12 there is and integrated project of public defense that is high-quality.
Collaborative Learning	3-		3	All pathway teachers ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or groups, provide specific skill instruction and differentiated support to students in collaborative learning, assess students regularly and ensure that all students demonstrate effective teaming skills, including project management, group roles and accountability, and conflict resolution.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2		3	Most teachers across Life Academy observe one another's teaching, share lessons and resources, and give and receive feedback to improve their instructional practice.
Collaboration Time	2-		3	Most Life Academy teacher collaborate during weekly scheduled time, use effective meeting processes, and distribute leadership responsibilities. The 6th and 9th grade teams stand out as strongest examples of collective/shared ownership of the leadership of their grade levels.
Professional Learning	2		2	Pathway members occasionally attend PDs that are focused on the unique needs of pathway development and continuous improvement. Some teachers share best practices, lessons, and resources to improve instructional practice. Some teachers engage industry partners in PDs that focus on project design and assessment with a focus on application of academic content within the industry context.
SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION				
What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?				
Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis	

Development of a stronger partnership with Highland Hospital's HEAL program to create ongoing opportunities for middle and high school students to experience in a hands on way, health careers. Partnering with LA Clinica to create a direct pipeline for MAs and DAs.	Partially Implemented	Not Yet Known	None yet, still in the planning phases of both partnerships.
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## IMPLEMENTATION GOALS

### Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standards Based Instruction/ Project-Based Learning</b>	In 2018-2020 Life Academy will seek to strengthen it's commitment to the project based learning. We will send 4-8 teachers to the PBL 101 workshops lead by the Buck Institute in the next 2 years.	All Students			4 teachers will attend the 3 day Buck Institute training on PBL	Elevate the capacity of faculty and staff to develop and implement strategies to improve academic achievement of all students in English Language Arts and Mathematics as measured by external assessments.
<b>Graduate Capstone/Culminating Experience</b>	In 2018-2019 Life Academy staff will continue to refine the defenses so that they are aligned with the core tenants of PBL, and are aligned with grade level standards and expectations for college reasdiness.	All Students			The 7, 8 and 10 grade defenses will be examined by their teams and will be adjusted according to the tenants of PBL	Continue to implement college and career readiness programming within the 6-12 trajectory
<b>Course Passage Rates</b>	In 2018-2019 Life Academy will improve passage rates in math and science through working closely with these deaprtments to identify the root causes and address these directly with students.	All Students			Course passage rate in amth and science will increase by 15%	Elevate the capacity of faculty and staff to develop and implement strategies to improve academic achievement of all students in English Language Arts and Mathematics as measured by external assessments.

## THEORY OF ACTION

<b>Theory of Action</b>	Through both proactice SEL and academic supports as well as reactive interventions for struggling students, all students at Life Acadmey will recieve the SE support and acdemic support needed in order to graduate ready to operationalize choice filled lives.				
<b>How are you supporting English Language Learners?</b>	In 18-19 our full staff will engage in Systematic ELD training in order to learn the necessary skills of weaving explicit language instruction into content area teaching. We will offer ELD courses in each grade level 6-9 utilizing the English 3D curriculum in order to increase the teaching of high-leverage academic language, including vocabulary, syntax, and grammar and to improving speaking and listening skills through daily opportunities for class discussions, peer collaboration, and formal speeches.				
<b>How are you building conditions for students and adult learning?</b>	Creating the conditions for adult learning is best done through praxis: learning by doing and creating space for continual reflection. Through PD structures we will, as a staff, engage in continual learning about ELD strategies, and be give opportunities to reflect on our learning through observation, feedback, student work and other forms of data.				
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>	
	3/21	2/20, 3/5, 3/19	3/8		

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<p>6th Math Teacher. Evidence Based (Data): In 2017 62.6% of our students at Life Academy scored far below grade level on the SBAC math. 73% of Life Academy's Middle School students are reading multiple years below grade level as measured through the SRI.</p> <p>Target: Students scoring far below grade level on SBAC math and far below grade level in reading on the SRI.</p> <p>Frequency of Services: 4x weekly small group support in mathematical skill building in pull out structure. Daily small group reading instruction (homogenous groups based on assessment data) both as part of regular class period as well as additional reading instruction through Leveled Literacy Intervention embedded in the school day for our highest needs students (who are the furthest below grade level in reading). This intervention will be in service of students meeting the state's academic proficiency or advanced levels of academic achievement in core subjects.</p>	Low-Income Students	Title I: Basic	\$26,802.56	1105	K12TCH2350	Rigorous Academics	
6th Math Teacher	Low-Income Students	LCFF Supplemental	\$24,121.54	1105	K12TCH2350	Rigorous Academics	
<p>HUM 10 Teacher - 73% of Life Academy's Middle School students are reading multiple years below grade level as measured through the SRI.</p> <p>The funding of this position will support in targeting both ELLs and all students reading multiple years below grade level for increased growth in reading.</p>	Low-Income Students	Title I: Basic	\$43,006.27	1105	K12TCH2351	Rigorous Academics	
<p>MS Science Teacher - In 2017 62.6% of our students at Life Academy scored far below grade level on the SBAC math. Part of this position will include strategic teaching of the basic mathematical practices and procedures to students performing below grade level in math. This strategic teaching will be in service of students meeting the state's academic proficiency or advanced levels of academic achievement in core subjects.</p>	Low-Income Students	LCFF Concentration	\$26,983.08	1105	K12TCH2351	Rigorous Academics	
<p>MS Science Teacher - In 2017 62.6% of our students at Life Academy scored far below grade level on the SBAC math. Part of this position will include strategic teaching of the basic mathematical practices and procedures to students performing below grade level in math in service of students meeting the state's academic proficiency or advanced levels of academic achievement in core subjects.</p>	Low-Income Students	Title I: Basic	\$14,585.76	1105	K12TCH2351	Rigorous Academics	

LLI Teacher - 73% of Life Academy's Middle School students are reading multiple years below grade level as measured through the SRI. The funding of this position will support in targettint both ELLs and all students reading multiple years below grade level for increased growth in reading.	Long-Term English Learners	LCFF Supplemental	\$26,830.55	1105	K12TCH2481	Comprehensive Student Supports	
LLI Teacher - 73% of Life Academy's Middle School students are reading multiple years below grade level as measured through the SRI. The funding of this position will support in targettint both ELLs and all students reading multiple years below grade level for increased growth in reading.	Long-Term English Learners	LCFF Concentration	\$886.96	1105	K12TCH2481	Comprehensive Student Supports	
9th Grade Algebra Teacher	Low-Income Students	LCFF Supplemental	\$50,963.00	1105	K12TCH2596	Rigorous Academics	
NHO279 -This position supports low income students under-performing in ELA through small group instruction of English Language Learners	Low-Income Students	LCFF Supplemental	\$47,840.00	1105	NHO279	Rigorous Academics	
NHO279 -This position supports low income students under-performing in ELA through small group instruction of English Language Learners	Low-Income Students	LCFF Concentration	\$23,000.00	1105	NHO279	Rigorous Academics	
NHO282 Biology Teacher	Low-Income Students	California Partnership Academy	\$18,400.00	1105	NH0282	Career Technical Education	
Biology Teacher (NHO282) - Life Academy pathway has recently partnered with the HEAL program through the opening of their brand new Patient Simulation Lab. We will expose all 10th graders to a 6-week rotation next year in the simulation lab through students' Physiology course. Biology Teacher will partner with HEAL directly to organize and facilitate these career exposure activities as part of their position at Life. Through this opportunity we will ensure that 100% of Life's 10th grade students have health field career exposure through highly engaging hands on opportunities.	Low-Income Students	Measure N	\$4,598.35	1105	NHO282	Career Technical Education	
NHO449	Low-Income Students	LCFF Supplemental	\$36,800.00	1105	NHO449	Comprehensive Student Supports	
NHO277 Case Manager Middle School	Low-Performing Students	Measure G1	\$29,413.00	1110	NHO277	Comprehensive Student Supports	
NHO277 Case Manager Middle School	Low-Income Students	LCFF Supplemental	\$10,787.00	1110	NHO277	Comprehensive Student Supports	
Pay for 2 teachers to attend the 3 day Buck Institute training on PBL in 2018-2019 in order to strenthen acaemic core and provide rigorous instruction for all subgroups especially students with IEPs.	Students with Disabilities	Measure N	\$4,000.00	5200		Rigorous Academics	

NHO281 (change this to a 11 mo TSA after July 1) TSA will support health pathway development and math coaching. In 2017 62.6% of our students at Life Academy scored far below grade level on the SBAC math. Despite focus this remains an area of concern and need for our students. In order to bolster support for the math department as well as math integration into the sciences so that we may concentrate on the need to increase student outcomes we will use Measure N funds to support the creation of a 11 month TSA position for math coaching.	Low-Performing Students	Measure N		1105		Building the Conditions	
Professional development and conference fees and travel in order to support teacher development in pathway related areas/subjects. This will also serve to improve classroom instruction for all subgroups.	All Students	Measure N	\$10,000.00	5200		Rigorous Academics	
Establish new position to hire Medical Doctorrr/industry specialist to support Medical Assisting DE course and support building out of health careers pathway.	All Students	Measure N	\$50,578.00	1105		Work-Based Learning	



## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2		3	Students have a personalized experience for 7 years, 3+ of which include WBL experiences and internships aligned with student interest and academy/pathway theme. Students participate in career readiness curriculum. All 6-12 interdisciplinary projects are aligned to our pathway theme.
Pathway Outcomes	2		2+	We have a WBL plan to increase the experiences and explore various careers for all students, including site visits, career panels, and classroom speakers. Students are engaged in interdisciplinary experiences that are aligned to our pathway theme and explore meaningful real-world problems.
Pathway Evaluation	2		2+	We are seeking to build out a stronger Advisory Board, with local industry partners in order to assess our effectiveness and build in accordance with growth areas. Plans to use district wide software that will allow us to track internship data and build a stronger partnership relationship.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1) Use of OUSD support systems in order to recruit more industry partners and internship sites 2) Strategically aligned with Highland's 6-12 programming including site visits, classroom speakers and WBL experiences 3) Continued tracking of all 11-12 grade students' internship experiences including hosting an internship partner breakfast and internship site visits. 4) Recruitment of interns and on-going reflection of internship experiences through end of the year Internship Expo Fair 5) All 11th graders are provided curriculum in professionalism, career exploration, and career preparation 5) Families and parents are made aware of internship and academy opportunities for all students	Fully Implemented	Effective	1) Recruitment of 3-4 new internship sites. Supervisors have participated in 10th grade defense grading as an introduction to the school and have agreed to take on Life students into their programs. 2) We have engaged in planning conversations with Highland staff in advance of master scheduling for the 18-19 school year in order to align programming. 3) Currently 88% of juniors and 88% of seniors are actively engaged in an off site internship. 4) All 11th graders participate and present about their internship experience through a poster session to all 6-12 students and internship supervisors during the Internship Expo Fair 5) Students have an online professionalism portfolio that consists of resume, cover letter, and internship reflections and evaluations 6) Provides communication about internship and academy opportunities to parents via a monthly newsletter and biweekly Parent Academy meeting

### IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Work-Based Learning.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Increase the number of trade specific field trips to local community colleges from 1 to 4. Implement career exploration in earlier grades (target 8th) including speakers from Highland and WBL visits to local health career partners. Using the Pathway Seminar class to help students see the connection between their own personality inventory and possible careers	All Students		All 9th graders have participated in personality inventory surveys and tests through their Pathway Seminar class	4 trade specific career exploration opportunities that engage a total of 25 students in grades 10-12.	Continue to implement college and career readiness programming within the 6-12 trajectory

<b>Career Exploration</b>	Increase the number of trade specific field trips to local community colleges from 1 to 4. Implement career exploration in earlier grades (target 8th) including speakers from Highland and WBL visits to local health career partners. Using the Pathway Seminar class to help students see the connection between their own personality inventory and possible careers. Provide more in class visits from various speakers of different careers.	All Students		All 9th graders have participated in personality inventory surveys and tests through their Pathway Seminar class	4 trade specific field trips that engage a total of 25 students in grades 10-12. Added career exploration unit in 11th grade Internship Seminar with classroom visit from speakers from different careers	Continue to implement college and career readiness programming within the 6-12 trajectory
<b>Career Preparation</b>	Implement CPR and First Aid training in CTE 9th grade course. Implement Wilderness First Aid training in 10th grade Physiology class. Continue to implement Mental Health First Aid in 11th grade. Continue implementation of internships for 100% of juniors and seniors.	All Students		100% participation in internships for 11th and 12th graders; 100% participation in Mental Health First Aid for 11th graders	Create a health-based CTE course for all 9th graders to participate in CPR & First Aid training. 100% of 10th graders are Wilderness First Aid Certified	Continue to implement college and career readiness programming within the 6-12 trajectory

#### THEORY OF ACTION

<b>Theory of Action</b>	If we provide all students with varied opportunities for exposure to career opportunities, both those that include four year university and those that require certificates earned through community college programs, all students will have access to stronger, more informed choices for thier lives.					
<b>How are you supporting English Language Learners?</b>	In 18-19 our full staff will engage in Systematic ELD training in order to learn the necessary skills of weaving explicit language instruction into content area teaching. We will offer ELD courses in each grade level 6-9 utilizing the English 3D curriculum in order to increase the teaching of high-leverage academic language, including vocabulary, syntax, and grammar and to improving speaking and listening skills through daily opportunities for class discussions, peer collaboration, and formal speeches.					
<b>How are you building conditions for students and adult learning?</b>	Advisors revise and approve resumes for internship sites; students secure placement through advisor, parent, internship coordinator, and internship supervisor confirmation in an internship agreement contract; providing more career exploration and dual-enrollment opportunities that are aligned to our pathway theme; revisioning our school's mission and vision around health to include community health and technology					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		
	SSC 3/21	3/19 ILT	Ongoing participation in this process			

#### STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Teacher stipends from CPA for academy planning	All Students	California Partnership Academy	\$15,000.00	1120		Work-Based Learning	A1.1 Pathway Programs
Partnering with La Clinica to develop a Medical and Dental assisting pipeline program for Life Academy students	All Students		None	None			

Teacher Stipends from CPA for academy planning	All Students	California Partnership Academy	\$2,400.00	1120		Work-Based Learning	
Atlantic teacher stipends money	All Students	California Partnership Academy	\$5,000.00	1120		Work-Based Learning	
Teacher Subs	All Students	LCFF Supplemental	\$8,647.00	1150			
Boots other than text books - dual enrollment texts	All Students	Measure N	\$18,135.00	4200			
Supplies for Academy science and pathway classes	All Students	California Partnership Academy	\$49,337.95	4310			
Supplies for pathway instruction that include course supplies for our Medical Assisting dual enrollment pathway course, large format poster printing for medical and scientific poster printing, lab science equipment both disposable and permanent and office supply items to support general instructional in pathway courses. These items will all serve to bolster the quality of instructional experience of students in our pathway.	All Students	Measure N	\$17,945.30	4310			
Refreshments for advisory board meetings to build out industry connections in the curriculum and CTE courses.	All Students	Measure N	\$1,000.00	4311			
Travel and Conferences for teacher PD: Conference fees at National Equity Project sessions to support teacher-leader development in service of addressing school wide equity issues. Conference fees for Project Based Learning conferences to deepen the quality of PBL in pathway courses.	All Students	Measure N	\$10,000.00	5200			
Conferences to support math teachers in increasing their understanding of the CCSS standards (The Standards Institute)	All Students	LCFF Supplemental	\$2,000.00	5220			
Non contract services for bus rentals for community-building field trips, grade level pathway trips, intersession trips for students and college tours for students so that 100% of students in our pathway are provided with opportunity to visit at least 2 colleges/universities and provided with opportunity to build team to support all toward high school graduation. This will also serve to increase the amount of and quality of academic instruction.	All Students	Measure N	\$3,000.00	5826			

COMPREHENSIVE STUDENT SUPPORTS				
COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT				
COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2		3	Life provides every student with a personalized 3- or 4- year sequence of experiences following the WBL continuum. We have some WBL opportunities identified by industry and postsecondary partners
College & Career Plan	1		3	At Life we have a College Success Team including our counselor, CCRS and EBC staff which collaborates with families to support all pathway students in identifying career goals and aspirations and in creating an individualized college and career plans to reach those goals. Life provides tools, processes, and activities that empower students to make informed decisions, execute and annually monitor their college and career plans, and successfully navigate the transition to college or career.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION			
What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?			
Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Activities in the 17-18 school year to support studnrts include the following : Case Manager and 4 other staff supporting students in a one on on capacity though case loads, developing actin plans through an restorative justice lens in a way that helps facilitate a meaningful and impacful relationship between students and adults. Through the Wrights Institute we have menal health servies on had for students referred through the COST team ranging from individual to group therpay with a focus on self management skill development. Student interventions night sfor 9-10 grade with a focus on A-G credit completion where students and their families and staff come together to review academic and college going plans. College Crunch workshops where students have the ability to recieve direct one on one support in the collge application and financial aid application process. Students also recieve support in researching college campuses and majors.	Fully Implemented	Highly Effective	98% of eligible students applied to college (44/45) and 100% of students applied for FAFSA/DREAM Act. All case loads are fully with students who are fully engaged in therapy and one on one non-clinical services. Low suspension rates in both MS and HS due to alternatives to suspension and a proactive restorative apporach.

IMPLEMENTATION GOALS						
Identify three 2018-19 implementation goals related to Work-Based Learning.						
Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Overall reduced referrals in the Middle School and elimination of disproportionality in Middle School referrals by race and IEP status.	African American Students			elimination of disproportionality	Continue to systematically collect and analyze school climate and culture data as well as collect data on graduates' post-secondary academic activities in order to discern the effectiveness of Life Academy's academic programs.
College Access	1) 100% of students have a post-secondary plan. 2) 75% of 11-12 graders will successfully complete Dual Enrollment courses 3) Life will continue to hold a 100% FAFSA/Dream Act completion rate.	All Students			100%	Continue to implement college and career readiness programming within the 6-12 trajectory

<b>Differentiated Interventions</b>	We will build out a pipeline program with La Clinica for both MA and DA and build a stronger connection with Alameda and Laney Colleges so that all students not moving into a four year university will have clear, career aligned choices. This will include all students visiting at least one career program (i.e. autotech) prior to graduation. By 2020 it will also include the completion of one prereq for that tech-ed program.	-Performing Student			100% of students at the 2.0 mark will have visited a career tech ed program by May 2019	Continue to implement college and career readiness programming within the 6-12 trajectory
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## THEORY OF ACTION

<b>Theory of Action</b>	Through both proactive SEL and academic supports as well as reactive interventions for struggling students, all students at Life Academy will receive the SE support and academic support needed in order to graduate ready to operationalize choice filled lives.					
<b>How are you supporting English Language Learners?</b>	In 18-19 our full staff will engage in Systematic ELD training in order to learn the necessary skills of weaving explicit language instruction into content area teaching. We will offer ELD courses in each grade level 6-9 utilizing the English 3D curriculum in order to increase the teaching of high-leverage academic language, including vocabulary, syntax, and grammar and to improving speaking and listening skills through daily opportunities for class discussions, peer collaboration, and formal speeches.					
<b>How are you building conditions for students and adult learning?</b>	Creating the conditions for adult learning is best done through praxis: learning by doing and creating space for continual reflection. Through PD structures we will, as a staff, engage in continual learning about ELD strategies, and be give opportunities to reflect on our learning through observation, feedback, student work and other forms of data.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		
	3/21			3/26 College Success Team review and offering of feedback		

## STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Case Manager will continue to hold all of the RJ/PBIS and discipline work in the high school, track student attendance, GPA and conduct home visits, and serve as a mentor to students in support of high school graduation in support of our Homeless Youth, Foster Youth, AA, Latino students, Low-Income Students	All Students	Measure N	85,035.55	1105	20CSEM0002	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Case Manager (.061 FTE to add to .439 FTE from Measure G1) will continue to hold all of the RJ/PBIS and discipline work in the high school, track student attendance, GPA and conduct home visits, and serve as a mentor to students in support of high school graduation in support of our Homeless Youth, Foster Youth, AA, Latino students, Low-Income Students	All Students	LCFF Supplemental	\$4,194.84	1105		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)

Hiring a 11 month TSA to support the work of college and career readiness in the high school. This person will manage all internships, build internship partners, build a pipeline Medical and Dental Assisting program in partnership with La Clinica, manage our college success team (with internal staff and external partners), manage our counseling program to support our GATE students as well as our overall student body.	All Students	Central Resources		1105		Work-Based Learning	A1.1 Pathway Programs
Measure G1 funds to support the hiring of a case manager to support in middle school	All Students	Measure G1	\$409.75	4310		Comprehensive Student Supports	A5.4 Root Causes of Chronic Absence
CCRS (0.5 FTE) to support students, and their families to promote understanding of District-wide College & Career Readiness programs.	All Students	Central Resources	\$33,067.00	5782		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Title 1 Parent Allocation - money for workshops to support families in gaining skills to support their children's education	n/a	Title I: Parent Participation	\$1,777.00				
Title 1 Parent Allocation - funds for transportation and purchase of AC Transit tickets for families to attend the parent education workshops provided	n/a	Title I: Parent Participation	\$400.00	4310			
Title 1 Parent Allocation - light refreshments for workshops (cc	n/a	Title I: Parent Participation	\$400.00				
Classified support Overtime for translation for families meetings, additional OT for case manager: Support for translations and facilitation during parent-student conferences, grade level intervention nights, small group family intervention nights for failing students and additional translation services to increase parental and family engagement at our school.	All Students	Measure N	\$4,000.00	2225			

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET**
**School:** LIFE Academy

**School ID:** 335

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Grant Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	#REF!	\$0.00	#REF!	Perkins	#REF!	\$0.00	#REF!
After School Education & Safety (ASES)	#REF!	\$0.00	#REF!	Atlantic Philanthropies	#REF!	\$0.00	#REF!
General Purpose Discretionary	#REF!	\$111,939.89	#REF!	California Partnership Academy	#REF!	\$0.00	#REF!
LCFF Supplemental	#REF!	\$270,543.01	#REF!	Intel	#REF!	\$0.00	#REF!
LCFF Concentration	#REF!	\$67,942.79	#REF!	<b>TOTAL</b>	<b>#REF!</b>	<b>\$0.00</b>	<b>#REF!</b>
Title I: Basic	#REF!	\$87,394.36	#REF!				
Title I: Parent Participation	#REF!	\$3,374.00	#REF!				
Measure N	#REF!	\$223,495.72	#REF!				
Measure G1	#REF!	\$29,822.75	#REF!				
<b>TOTAL</b>	<b>#REF!</b>	<b>\$764,689.76</b>	<b>#REF!</b>				

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>	<b>Associated Pathway (if relevant)</b>	<b>Budget Action Number</b>
Teacher Stipends (to pay for added PD days for all staff at beginning, middle and end of the year)	All Students	LCFF Supplemental	\$38,000.00	1120		Building the Conditions			
Teacher Stipends (to pay for teacher office hours and small group instruction after contract hours and ILT stipends)	All Students	General Purpose Discretionary	\$16,500.00	1120		Comprehensive Student Supports			
Supplies (to support instruction)	All Students	General Purpose Discretionary	\$30,044.89	4310		Career Technical Education			
ID Badges	All Students	General Purpose Discretionary	\$4,000.00	4340		Comprehensive Student Supports			
Dues & Membership (mandatroy WASC dues)		General Purpose Discretionary	\$2,395.00	5300		Building the Conditions			
Rentals & Facility	All Students	General Purpose Discretionary	\$8,000.00	5624		Building the Conditions			
Postage	All Students	General Purpose Discretionary	\$3,000.00	5724		Building the Conditions			
Admission Fees	All Students	General Purpose Discretionary	\$5,000.00	5829		Career Technical Education			
Lisensing Agreements	All Students	General Purpose Discretionary				Building the Conditions			

Furniture		General Purpose Discretionary	\$8,000.00	4432		Building the Conditions			
Refreshments	All Students	General Purpose Discretionary	\$2,000.00	4311		Building the Conditions			
Books Other Than Textbooks	All Students	General Purpose Discretionary	\$4,000.00	4200		Comprehensive Student Supports			
Equipment Maintenance Agreements (copiers)	All Students	General Purpose Discretionary	\$8,000.00	5610		Building the Conditions			
Computers < \$5,000 to update computers used for instructional purposes in classrooms	All Students	LCFF Concentration	\$17,000.00	4420		Comprehensive Student Supports			
External Work Order Services (providing busses for grade level trips which support in the building and maintaining of school culture)		General Purpose Discretionary	\$8,000.00	5826		Building the Conditions			
External Work Order Services (funding busses for the HS grade level trips which both reinforce pathway themes and standards as well as support the maintaining of grade level culture)	All Students	California Partnership Academy	\$20,000.00	5826		Building the Conditions			
Supplies (to support instruction)	All Students	LCFF Supplemental	\$359.08	4310		Building the Conditions			
Supplies (to support instruction)	All Students	LCFF Concentration	\$72.75	4310		Building the Conditions			
Supplies (to support instruction)	All Students	Title I: Basic	\$2,999.77	4310		Building the Conditions			
Supplies (to support instruction)	All Students	Title I: Parent Participation	\$797.00	4310		Building the Conditions			
Uniforms	All Students	General Purpose Discretionary	\$13,000.00	4380		Comprehensive Student Supports			
Computer < \$5,000 to support instructional practices	All Students	LCFF Supplemental	\$20,000.00	4420		Career Technical Education			
Funding to hire external facilitator to support with the theory of action/vision work for the leadership team.	All Students	Measure N	\$15,203.52	5825		Building the Conditions			
We will offer 4 sections of English 3D to our ELLs, one at each grade in grades 6-8 and a combined 9-10 class.		English Learners		1105		Comprehensive Student Supports	A4.1 English Learner Reclassification		
We will continue offer as many sections of LLI as we are able with our current staffing and seek to add sections of LLI in the high school		All Students		1105		Comprehensive Student Supports	A3.2 Reading Intervention		
We will continue offer as many sections of LLI as we are able with our current staffing and seek to add sections of LLI in the high school		All Students		1105		Comprehensive Student Supports	A3.2 Reading Intervention		



Staff will engage in monthly PD on ELD strategies as a full staff.		English Learners				Building the Conditions	A3.4 Teacher Professional Development focused on Literacy		
All teachers will engage in systematic ELD training and integrate learnings into their instructional practice.		Long-Term English Learners				Building the Conditions	A3.4 Teacher Professional Development focused on Literacy		
We will continue EL Shadowing once per year with target teachers participating and sharing learnings back to full staff.		Long-Term English Learners				Building the Conditions	A4.1 English Learner Reclassification		
We will explore the viability of a "Rise Up" or "Boost" period by visiting schools that use this model and build out skill and buy in for implementation in 19-20		All Students				Building the Conditions	A2.9 Targeted School Improvement Support		
We will use PD to engage in the alignment of writing scaffolds and skills (i.e. what does a paragraph look like in 6, 7, 8, 9, etc)		All Students				Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS		
<p>6th Math Teacher. Evidence Based (Data): In 2017 62.6% of our students at Life Academy scored far below grade level on the SBAC math. 73% of Life Academy's Middle School students are reading multiple years below grade level as measured through the SRI.</p> <p>Target: Students scoring far below grade level on SBAC math and far below grade level in reading on the SRI.</p> <p>Frequency of Services: 4x weekly small group support in mathematical skill building in pull out structure. Daily small group reading instruction (homogenous groups based on assessment data) both as part of regular class period as well as additional reading instruction through Leveled Literacy Intervention embedded in the school day for our highest needs students (who are the furthest below grade level in reading). This intervention will be in service of students meeting the state's academic proficiency or advanced levels of academic achievement in core subjects.</p>	Low-Income Students	Title I: Basic	\$26,802.56	1105	K12TCH2350	Rigorous Academics			
6th Math Teacher	Low-Income Students	LCFF Supplemental	\$24,121.54	1105	K12TCH2350	Rigorous Academics			

HUM 10 Teacher - 73% of Life Academy's Middle School students are reading multiple years below grade level as measured through the SRI. The funding of this position will support in targeting both ELLs and all students reading multiple years below grade level for increased growth in reading.	Low-Income Students	Title I: Basic	\$43,006.27	1105	K12TCH2351	Rigorous Academics			
MS Science Teacher - In 2017 62.6% of our students at Life Academy scored far below grade level on the SBAC math. Part of this position will include strategic teaching of the basic mathematical practices and procedures to students performing below grade level in math. This strategic teaching will be in service of students meeting the state's academic proficiency or advanced levels of academic achievement in core subjects.	Low-Income Students	LCFF Concentration	\$26,983.08	1105	K12TCH2351	Rigorous Academics			
MS Science Teacher - In 2017 62.6% of our students at Life Academy scored far below grade level on the SBAC math. Part of this position will include strategic teaching of the basic mathematical practices and procedures to students performing below grade level in math in service of students meeting the state's academic proficiency or advanced levels of academic achievement in core subjects.	Low-Income Students	Title I: Basic	\$14,585.76	1105	K12TCH2351	Rigorous Academics			
LLI Teacher - 73% of Life Academy's Middle School students are reading multiple years below grade level as measured through the SRI. The funding of this position will support in targettint both ELLs and all students reading multiple years below grade level for increased growth in reading.	Long-Term English Learners	LCFF Supplemental	\$26,830.55	1105	K12TCH2481	Comprehensive Student Supports			
LLI Teacher - 73% of Life Academy's Middle School students are reading multiple years below grade level as measured through the SRI. The funding of this position will support in targettint both ELLs and all students reading multiple years below grade level for increased growth in reading.	Long-Term English Learners	LCFF Concentration	\$886.96	1105	K12TCH2481	Comprehensive Student Supports			
9th Grade Algebra Teacher	Low-Income Students	LCFF Supplemental	\$50,963.00	1105	K12TCH2596	Rigorous Academics			
NHO279 -This position supports low income students under-performing in ELA through small group instruction of English Language Learners	Low-Income Students	LCFF Supplemental	\$47,840.00	1105	NHO279	Rigorous Academics			
NHO279 -This position supports low income students under-performing in ELA through small group instruction of English Language Learners	Low-Income Students	LCFF Concentration	\$23,000.00	1105	NHO279	Rigorous Academics			

NHO282 Biology Teacher	Low-Income Students	California Partnership Academy	\$18,400.00	1105	NHO282	Career Technical Education			
Biology Teacher (NHO282) - Life Academy pathway has recently partnered with the HEAL program through the opening of their brand new Patient Simulation Lab. We will expose all 10th graders to a 6-week rotation next year in the simulation lab through students' Physiology course. Biology Teacher will partner with HEAL directly to organize and facilitate these career exposure activities as part of their position at Life. Through this opportunity we will ensure that 100% of Life's 10th grade students have health field career exposure through highly engaging hands on opportunities.	Low-Income Students	Measure N	\$4,598.35	1105	NHO282	Career Technical Education			
NHO449	Low-Income Students	LCFF Supplemental	\$36,800.00	1105	NHO449	Comprehensive Student Supports			
NHO277 Case Manager Middle School	Low-Performing Students	Measure G1	\$29,413.00	1110	NHO277	Comprehensive Student Supports			
NHO277 Case Manager Middle School	Low-Income Students	LCFF Supplemental	\$10,787.00	1110	NHO277	Comprehensive Student Supports			
Pay for 2 teachers to attend the 3 day Buck Institute training on PBL in 2018-2019 in order to strengthen academic core and provide rigorous instruction for all subgroups especially students with IEPs.	Students with Disabilities	Measure N	\$4,000.00	5200		Rigorous Academics			
NHO281 (change this to a 11 mo TSA after July 1) TSA will support health pathway development and math coaching. In 2017 62.6% of our students at Life Academy scored far below grade level on the SBAC math. Despite focus this remains an area of concern and need for our students. In order to bolster support for the math department as well as math integration into the sciences so that we may concentrate on the need to increase student outcomes we will use Measure N funds to support the creation of a 11 month TSA position for math coaching.	Low-Performing Students	Measure N		1105		Building the Conditions			
Professional development and conference fees and travel in order to support teacher development in pathway related areas/subjects. This will also serve to improve classroom instruction for all subgroups.	All Students	Measure N	\$10,000.00	5200		Rigorous Academics			

Establish new position to hire Medical Doctor/industry specialist to support Medical Assisting DE course and support building out of health careers pathway.	All Students	Measure N	\$50,578.00	1105		Work-Based Learning			
Teacher stipends from CPA for academy planning	All Students	California Partnership Academy	\$15,000.00	1120		Work-Based Learning	A1.1 Pathway Programs		
Partnering with La Clinica to develop a Medical and Dental assisting pipeline program for Life Academy students	All Students								
Teacher Stipends from CPA for academy planning	All Students	California Partnership Academy	\$2,400.00	1120		Work-Based Learning			
Atlantic teacher stipends money	All Students	California Partnership Academy	\$5,000.00	1120		Work-Based Learning			
Teacher Subs	All Students	LCFF Supplemental	\$8,647.00	1150					
Boots other than text books - dual enrollment texts	All Students	Measure N	\$18,135.00	4200					
Supplies for Academy science and pathway classes	All Students	California Partnership Academy	\$49,337.95	4310					
Supplies for pathway instruction that include course supplies for our Medical Assisting dual enrollment pathway course, large format poster printing for medical and scientific poster printing, lab science equipment both disposable and permanent and office supply items to support general instructional in pathway courses. These items will all serve to bolster the quality of instructional experience of students in our pathway.	All Students	Measure N	\$17,945.30	4310					
Refreshments for advisory board meetings to build out industry connections in the curriculum and CTE courses.	All Students	Measure N	\$1,000.00	4311					
Travel and Conferences for teacher PD: Conference fees at National Equity Project sessions to support teacher-leader development in service of addressing school wide equity issues. Conference fees for Project Based Learning conferences to deepen the quality of PBL in pathway courses.	All Students	Measure N	\$10,000.00	5200					
Conferences to support math teachers in increasing their understanding of the CCSS standards (The Standards Institute)	All Students	LCFF Supplemental	\$2,000.00	5220					

Non contract services for bus rentals for community-building field trips, grade level pathway trips, intercession trips for students and college tours for students so that 100% of students in our pathway are provided with opportunity to visit at least 2 colleges/universities and provided with opportunity to build team to support all toward high school graduation. This will also serve to increase the amount of and quality of academic instruction.	All Students	Measure N	\$3,000.00	5826					
Case Manager will continue to hold all of the RJ/PBIS and discipline work in the high school, track student attendance, GPA and conduct home visits, and serve as a mentor to students in support of high school graduation in support of our Homeless Youth, Foster Youth, AA, Latino students, Low-Income Students	All Students	Measure N	\$85,035.55	1105	20CSEM0002	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Case Manager (.061 FTE to add to .439 FTE from Measure G1) will continue to hold all of the RJ/PBIS and discipline work in the high school, track student attendance, GPA and conduct home visits, and serve as a mentor to students in support of high school graduation in support of our Homeless Youth, Foster Youth, AA, Latino students, Low-Income Students	All Students	LCFF Supplemental	\$4,194.84	1105		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Hiring a 11 month TSA to support the work of college and career readiness in the high school. This person will manage all internships, build internship partners, build a pipeline Medical and Dental Assisting program in partnership with La Clinica, manage our college success team (with internal staff and external partners), manage our counsleing program to support our GATE students as well as our overall student body.	All Students	Central Resources		1105		Work-Based Learning	A1.1 Pathway Programs		
Measure G1 funds to support the hiring of a case manager to support in middle school	All Students	Measure G1	\$409.75	4310		Comprehensive Student Supports	A5.4 Root Causes of Chronic Absence		
CCRS (0.5 FTE) to support students, and their families to promote understanding of District-wide College & Career Readiness programs.	All Students	Central Resources	\$33,067.00	5782		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Title 1 Parent Allocation - money for workshops to support families in gaining skills to support their children's education	n/a	Title I: Parent Participation	\$1,777.00						
Title 1 Parent Allocation - funds for transportation and purchase of AC Trasit tickets for families to attend the parent education workshops provided	n/a	Title I: Parent Participation	\$400.00	4310					

Title 1 Parent Allocation - light refresments for workshops (coffee, tea, bagels, etc)	n/a	Title I: Parent Participation	\$400.00						
Classified support Overtime for translation for families meetings, additional OT for case manager: Support for translations and facilitation during parent-student conferences, grade level intervention nights, small group family intervention nights for failing students and additional translation services to increase parental and family engagement at our school.	All Students	Measure N	\$4,000.00	2225					

## SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/21/2018	SSC	Regular SSC meeting with all members of the SSC (parents, teachers, students) as well as braoder participation from the staff due to the nature of the meeting. First brainstrom on fous areas and goals. Decisions on G1 funding made.
2/20/2018	ILT	Regular ILT Meeting (9 teachers, 3 administrators, 1 case manager, 1 community school mamanger, 2 after school program mamabger)
2/26/2018	Strategic Planning and Governance Meeting (Life Academy specific team of elected teachers)	Regular SPGC meeting (5 teachers, 1 case manager, principal)
3/15/2018	Special Education Team	Special Ed team meeting for engagement on SPSA
3/14/2018	Parent Academy & SELLS combined	Regular parent meeting and SELLS meeting in which 15-25 parents attend. SPSA goals reviewed, Measure N committments and intended outcomes reviewed. Feedback offered.
3/21/2018	SSC	Review of the complete draft of the SPSA and request for feedback on goals. Minor edits made.

School WASC Goals					
<b>Length of WASC Accreditation:</b>	6 years (one mid cycle visit)	<b>Last WASC Self-Study:</b>	October 2016	<b>Next Full Self-Study:</b>	2023
SCHOOL WASC GOALS					LCAP Goal Category
Continue to increase the capacity of faculty and staff to collect, disaggregate and analyze student performance data (including common assessments, classroom data, and external assessments such as SBAC) in order to make informed instructional decisions in the implementation of rigorous Standards-based curriculum, instruction, assessment and accountability strategies in the classrooms.					Goal 2: Students are proficient in state academic standards
Continue to systematically collect and analyze school climate and culture data as well as collect data on graduates' post-secondary academic activities in order to discern the effectiveness of Life Academy's academic programs.					Goal 5: Students are engaged in school everyday
Elevate the capacity of faculty and staff to develop and implement strategies to improve academic achievement of all students in English Language Arts and Mathematics as measured by external assessments.					Goal 2: Students are proficient in state academic standards
Look to refine system of analyzing transcripts to more effectively intervene with students in the earlier grades in order to keep them on track for graduation.					Goal 1: Graduates are college and career ready
Continue to implement college and career readiness programming within the 6-12 trajectory					Goal 1: Graduates are college and career ready