

2020-2021 MEASURE N BUDGET

School: **LIFE ACADEMY**

Site #: **335**

| <i>Resource</i>  | <i>Allocation</i> | <i>Total Expended</i> | <i>Total Remaining</i> |
|------------------|-------------------|-----------------------|------------------------|
| <b>Measure N</b> | \$209,100.00      | \$209,100.00          | \$0.00                 |

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION   | COST        | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE         | FTE  | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|--|-------------|-------------|-------------------------|------------------------|------|-----------------------------|
| 335-1                | Hire .20 FTE of Jack Jue, internship coordinator who will ensure that all juniors and seniors are engaged in pathway related internships | \$12,745.00 | 1110        | Teacher Salary          | Internship Coordinator | 0.20 |                             |

|       |   |             |      |   |  |  |  |
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| 335-2 | <p>Teacher Salary Stipends for the following activities (\$59,000 + .25% for benefit costs which is included here at \$14,750)</p> <ul style="list-style-type: none"> <li>• Teachers who serve on the Multi Tier Systems of Support Team (MTSS) which meets regularly in order to use data to differentiated supports for our pathway students that are reading below grade level or in need of other forms of academic support, use attendance data to plan and implement interventions for students whose attendance rates fall below 90% and use COST and referral data to ensure students in need of additional social emotional supports are receiving needed interventions.</li> <li>• Stipends for Pathway Vertical Articulation Curriculum Planning, for teachers involved in supporting vertical alignment between pathway courses to address the academic and executive functioning skills gaps for all students in the pathway. Specifically, we would like to offer extended contracts for pathway teachers involved in this curricular planning. It will be driven by using student work data and focal students (specifically Latino males, our target focal group) to ensure that we are addressing skills gaps in a structured and thoughtful way over the course of a student's academic journey in the pathway.</li> <li>• After school tutoring in alignment with literacy access and intervention for students in pathway grades 9-10 who are off track for on time graduation.</li> <li>• Money for Academy Team members to meet additional time beyond their paid hours to plan Pathway application process, read and admit students to pathways, plan and implement pathway roll out inductions, plan and implement pathway events (5 to be held throughout the year) and plan the Health Care Conference.</li> <li>• Mid year retreat teacher stipends for training on Rigorous Academics for bolster quality of pathway programming. Extended contracts are for the additional time on Thursday evening, Friday afternoon after 4pm, and on Saturday morning - no teacher will be paid for already compensated time of Friday.</li> <li>• Funds to pay 2 teachers stipends at their per diem hourly rate to teach an additional credit recovery course outside of the school day in order to ensure that we are able to keep a strong graduation rate even with the reduction in staffing at our site.</li> <li>- \$2,500 per semester stipend for math coaching support for Open Up curriculum alignment and spiraling skills through 9-12 to ensure that all students are prepared to continue on to each subsequent course</li> <li>- Teacher salary stipend involved in after hours pathway programming</li> </ul> | \$73,750.00 | 1120 | Certificated Teachers' Salaries: Stipends |  |  |  |
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| 335-3 | Clerical ET/OT: ET/OT for case managers, translation services, SPED classified staff, and attendance clerk to hold meetings with families of off-track students in the pathway during non-school hours regarding attendance, behavior, discipline, and/or academic supports.   | \$4,000.00  | 2225 | Classified Support Salaries: Overtime |  |  |  |
| 335-4 | Meeting Refreshments for our Annual Health Care Conference to provide all health care professionals, students and families with lunch for attending this pathway event   | \$4,000.00  | 4311 | Meeting Refreshments                  |  |  |  |
| 335-5 | Two Chromebooks Carts for Biotechnology pathway to support in the continuation and strengthening of our computer science and biotech programming (to be used in Health & Bioscience course and in the AP Computer Science course)  | \$14,000.00 | 4420 | Computer < \$5,000                    |  |  |  |
| 335-6 | Facility Rental of retreat center for our Mid Year retreat - a three-day opportunity for us to assess our successes and review data to ensure we move forward in ways that will support us in strengthening our academic and pathway programming for young people  | \$10,000.00 | 5624 | Rentals: Facility                     |  |  |  |
| 335-7 | Consultant Contract with East Bay Consortium (EBC) to provide supplemental high school and college advising to our high school seniors. EBC will provide our students and families with community outreach events, workshops and presentations focused on high school, college, and financial aid advising. Most substantively, EBC will provide college advising through one-on-one sessions through which experienced East Bay Consortium staff members work with high school students to guide them to the college path that is best for them. Specifically, staff members assist high school seniors with the college application and financial aid process. 65 students will be served (100% of the senior class).  | \$28,500.00 | 5825 | Consultants                           |  |  |  |
| 335-8 | Supplies or Materials for the following activities:<br><ul style="list-style-type: none"> <li>• BART or AC Transit tickets: transportation for health-related job shadowing, field trips, pathway aligned college visits, etc</li> <li>• Healthcare Conference supplies: including supplies for each of the health care providers who run workshops (for example, if a there is a surgeon doing a workshop on surgical sutures then we will need to purchase the supplies for the workshop). This also includes basic supplies like folders, small notepads, and name tags, for the registration process for both adults (last year we had over 50 providers) and students (approx 200)</li> <li>• Dual Enrollment / CTE course supplies: which include any medical/health care supplies needed by the Medical Assistant course (i.e. gloves, blood pressure cuffs, glucometers, etc) and the other CTE pathway courses (Health &amp; Bioscience, Bio, Physio, Chem and Physics) which may include science supplies for labs, medical supplies for thematic units, etc.</li> </ul> | \$15,000.00 | 4310 | Supplies / Materials                  |  |  |  |

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| 335-9  | Van and bus rentals transportation for college trips and to Simulation Lab or other pathway related events / activities.  | \$9,418.06  | 5826 | Transportation |                 |      |  |
| 335-10 | Consultant Contract: Four staff trainings on Trauma-informed care so that we can better support students in the pathway with complex trauma. Vendor: Candice Valenzuela   | \$4,000.00  | 5825 | Consultants    |                 |      |  |
| 335-11 | Hire .40 FTE of Will Juang (academy science teacher) who will support in the coordination and leadership of all the Bioscience pathway activities in addition to teaching the pathway themed chemistry classes and organizing all lab activities and materials for the department.  | \$31,972.40 | 1110 | Teacher Salary | Science Teacher | 0.40 |  |
| 335-12 | Hire .02 FTE of Emily Frank for the overarching coordination of the three pathways: Health Care, Public Health and Biotechnology. Each pathway will also have a sub-lead and Emily will organize and lead weekly meetings for all pathway teachers and will also meet twice monthly with school leadership to coordinate. Emily will oversee the coordination and implementation of the Health Care Conference. | \$1,714.54  | 1110 | Teacher Salary | CTE Teacher     | 0.02 |  |

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| <b>School:</b>  | <b>LIFE ACADEMY</b>  |                                       |                            |                        |                           |  | <b>School ID:</b>               | <b>335</b>                   |                      |
| <b>School Description</b>   |  |                                       |                            |                        |                           |  |                                 |                              |                      |
| <p>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!</p> |  |                                       |                            |                        |                           |  |                                 |                              |                      |
| <b>School Mission and Vision</b>  |  |                                       |                            |                        |                           |  |                                 |                              |                      |
| 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.  |  |                                       |                            |                        |                           |  |                                 |                              |                      |
| <b>School Demographics</b>  |  |                                       |                            |                        |                           |  |                                 |                              |                      |
| <b>Special Populations</b>  | <b>% Male</b>  | <b>% Female</b>                       | <b>% Oakland Residents</b> | <b>% LCFF</b>          | <b>% English Learners</b> | <b>% LTEL</b>  | <b>% SPED RSP</b>               | <b>% SPED Mild- Moderate</b> | <b>% SPED Severe</b> |
|   | 49.0%  | 51.0%                                 | 98.8%                      |                        | 19.2%                     | 14.7%  | 16.3%                           | 0.0%                         | 0.0%                 |
| <b>Student Population by Race/Ethnicity</b>   | <b>African-American</b>  | <b>American Indian/Alaskan Native</b> | <b>Asian</b>               | <b>Hispanic/Latino</b> | <b>Filipino</b>           | <b>Pacific/ Islander</b>   | <b>Caucasian</b>                | <b>Multiracial</b>           | <b>Newcomers</b>     |
|   | 5.7%   | 0.4%                                  | 4.1%                       | 87.3%                  | 1.2%                      | 0.0%   | 0.4%                            | 0.4%                         | 0.4%                 |
| <b>Target Student Population</b>  | Which student population will you focus on in order to reduce disparities? |                                       |                            |                        |                           | Latino male students will be our target population. Please note that because Life has a rather homogenous student population many populations are not statistically significant enough for our focus. Because female students out perform male students in many regards we will be focusing on males within our only ethnic group that has statistical significance. |                                 |                              |                      |
| <b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>  |  |                                       |                            |                        |                           |  |                                 |                              |                      |
| <b>Whole School Indicator</b>   | <b>18-19 Baseline Data</b>   | <b>19-20 Data</b>                     | <b>20-21 Goal</b>          | <b>20-21 Data</b>      | <b>21-22 Goal</b>         | <b>21-22 Data</b>  | <b>22-23 Goal (3-Year Goal)</b> |                              |                      |
| Four-Year Cohort Graduation Rate  | 95.2%  | Not Available                         | 90.00%                     |                        |                           |  |                                 |                              |                      |
| Four-Year Cohort Dropout Rate   | 1.6%   | Not Available                         | 1.6%                       |                        |                           |  |                                 |                              |                      |
| A-G Completion  | 85.0%  | Not Available                         | 90.0%                      |                        |                           |  |                                 |                              |                      |
| On Track to Graduate- 9th Grade   | 67.2%  | Not Available                         | 70.0%                      |                        |                           |  |                                 |                              |                      |
| Percentage of students who participated in at least 1 Work-Based Learning activity  | 25.9%  | 0.0%                                  | 80.0%                      |                        |                           |  |                                 |                              |                      |
| Percentage of students who have passed dual enrollment courses with a C- or better  |  |                                       | 90.0%                      |                        |                           |  |                                 |                              |                      |

|  |                            |                   |                   |                   |                   |                   |                                 |
|--|----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------------------|
| Percentage of students in Linked Learning pathways                                 | 74.9%                      | 73.1%             | 100.0%            |                   |                   |                   |                                 |
| <b>Target Student Population Indicator</b>   | <b>18-19 Baseline Data</b> | <b>19-20 Data</b> | <b>20-21 Goal</b> | <b>20-21 Data</b> | <b>21-22 Goal</b> | <b>21-22 Data</b> | <b>22-23 Goal (3-Year Goal)</b> |
| Four-Year Cohort Graduation Rate   | 93.3%                      | Not Available     | 93.3%             |                   |                   |                   |                                 |
| Four-Year Cohort Dropout Rate  | 0.0%                       | Not Available     | 0.0%              |                   |                   |                   |                                 |
| A-G Completion   | 78.6%                      | Not Available     | 79.0%             |                   |                   |                   |                                 |
| On Track to Graduate - 9th Grade   |                            | Not Available     |                   |                   |                   |                   |                                 |
| Percentage of students who participated in at least 1 Work-Based Learning activity | 100.0%                     | 100.0%            | 100.0%            |                   |                   |                   |                                 |
| Percentage of students who have passed dual enrollment courses with a C- or better | 76.0%                      | Not Available     | 85.0%             |                   |                   |                   |                                 |
| Percentage of students in Linked Learning pathways                                 | 100.0%                     | 100.0%            | 100.0%            |                   |                   |                   |                                 |

**ROOT CAUSE ANALYSIS**

| <b>Indicator</b>                 | <b>Strengths</b>   | <b>Highest Leverage Challenge</b><br><i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>   | <b>Root Cause Analysis</b><br><i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i> |
|----------------------------------|--|--|---|
| Four-Year Cohort Graduation Rate | 2019 showed a very strong graduation rate (all but one student) and we anticipate seeing a dip in 2020. Overall our trend is that we have a graduation rate close to 90% which is strong - above average for OUSD and the state. | Students' basic skills are a significant challenge - student who struggle to read at even an upper elementary level leads to failure in high school course work. Although we have sought to address this aggressively through reading intervention courses at the middle school level, we do not have enough resource to address the full range of need. There is a similar issue with mathematics skills. Students have significant gaps in their learning that we have yet to find an adequate way to address. We have found that with our target population, Latino Males, that engaging them in reading and math intervention poses a significant challenge in terms of their affective filters and the stigma surrounding interventions course. Although we can navigate this in the middle grades we have not been successful in "enrolling" Latino Males in intervention courses in the high school grades. | Lack of system/teacher skill to address gaps in learning (literacy and numeracy) so that students can excel.  |

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| Four-Year Cohort Dropout Rate    | Our drop out/push out rate is low, the multi-year trend is that this remains below 2%                                 | We continue to struggle with ensuring all students are receiving what they need and are able to access resources beyond the classroom to support their academic achievement.  | Poverty and all its manifestations are major underlying causes for the drop out/push out rate  |
| A-G Completion                   | Although this is higher than OUSD's average (around 85-90% long term trend) we would like to see it steady around 95% | The A-G completion rate of our Latino Male students falls 16.9 percentage points lower than that of their female counterparts. Although we are skillful at using credit recovery and boot camp/summer school to ensure that students are both diploma eligible and A-G compliant by the end of their senior year, a much higher percentage of young men are earning their A-G credit through second opportunities (credit recovery, etc) and not passing their core classes in their first opportunity. The reasons for this require close interrogation, but include the lacking of basic skills (both mathematical and literacy) as well as habits of work including willingness to self-advocate and ask for support. We have a need to more proactively teach habits of work within our courses, especially at the lower grades so students can leverage these skills later in their high school careers. | We do not have enough opportunities embedded in our program for kids to make up classes that they have failed. This is due to school size and resource. We also need to systematically teach habits of work such as time management, organization, self-advocacy, etc in the lower grades so students can leverage these practical skills across discipline in the upper grades. |
| On Track to Graduate - 9th Grade | We are able to identify off track students quickly  | We have a very high rate of failure in our math and science course (in some cases up to a third of students are failing a core science or math class within a given semester). It is clear to our school leadership that many of these instances are due to lack of aligned grading practices and, most significantly, lack of Tier 1 supports within lesson design and delivery. The latter is the highest leverage shift we are seeking to support among our teaching staff.  | Lack of Tier 1 supports in all classrooms.   |

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| Percentage of students who participated in at least 1 Work-Based Learning activity | 100% of our students have participated in at least one work based learning activity, and most have done from two to three | Our most significant challenge is finding work-based learning opportunities that meet the array of interests that our students have. We are well equipped to provide health and bioscience experiences and less well resources in other career areas.   | Life is an Academy focused on health and bioscience and therefore most of our community partners are aligned to these themes. As we expanded to a middle school student have selected Life not because of an interest in health, but usually because their parents have heard that it is a “good school”. Now we have many students with minimal interest in the theme of the Academy enrolled with us and we need to expand our community partnerships to ensure we are meeting the post-secondary interests/needs of all students. |
| Percentage of students who have passed dual enrollment courses with a C- or better | 90% of our students have passed their DE courses with a C- or higher.   | One significant challenge we have faced with DE courses is ensuring that they are accessible to all students, including students with IEPs. We have worked closely with our in-house DE course teacher, Dr. Frank, to be sure that her courses are able to be accessed by all students and this as worked well. However, with external providers we have found this to be more of a challenge.  | The lack of ability to closely partner with Merritt College professors to examine IEPs of enrolled students and support them in ensuring accommodations is a root cause.   |
| Percentage of students in Linked Learning pathways                                 | 100% of our 10-12 grade students are in a pathway   | Although we have 100 participation in our Academy, this is by school design not by student choice. As previously mentioned, when Life Academy expanded to a middle school we forfeited the opportunity to attract rising high school students into our program based on their genuine interest in the theme of the school. Therefore, a significant challenge is student interest in health and bioscience. We have begun to strategically address this through our three pathways and the student opt-in programming as a carrot and this is beginning to generate more interest in the themes we offer. | As previously mentioned, when Life Academy expanded to a middle school we forfeited the opportunity to attract rising high school students into our program based on their genuine interest in the theme of the school. Therefore, a significant challenge is student interest in health and bioscience.   |
| <b>PATHWAY QUALITY ASSESSMENT</b>  |   |   |  |



| <a href="#">Using the Measure N Self Assessment Rubric, assess the following:</a> | <b>Evidence of Strengths</b>   | <b>Areas For Growth</b>  | <b>Next Steps</b>  |
|---|--|--|--|
| <p><b>Rigorous Academics</b><br/>(pages 3, 4, 5 of rubric)</p>                    | <p>Our academic program reflects the ideas and input of industry professionals and involves critical thinking and creativity. We require students to make connections across curriculum through our pathway programming and interdisciplinary projects. There are multiple opportunities for the defense of high quality learning products</p> | <p>Students need to be asked to apply their knowledge and skills in new and unpredictable situations</p> | <p>At Life we have done several years of pilots, we have learned a great deal about what works in terms of increasing instructional quality, and what has fallen flat. We now believe we have narrowed in on the highest leverage work to be done, and all of it is within the instructional realm. We believe that if we support teaches in standards-based unit design and delivery that incorporates Tier 1 supports for all students that we can make quantifiable gains in learning for all kids. This is basic teaching practice, but we believe that it has been neglected at our site in favor of more attractive work, and we young people have paid their price in their lack of college readiness. Making a pivot to this essential work, we believe, will be a lever that supports us in moving all students toward college and career readiness. Steps include provisioning of high quality PD on standards, planning using Understanding by Design, and Tier 1 supports and follow up coaching for all teachers on their lesson design and delivery.</p> |

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| <p><b>CTE</b><br/>(pages 3,4,5 of rubric)</p> | <p>Our pathway 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.</p>  | <p>Our themes do not necessarily appeal to a broad diversity of students, regardless of their postsecondary aspirations. Although we are working strategically to generate interest in our themes many students have interests outside of health and bioscience that we struggle to support.</p> | <p>At Life we made the decision, informed by student focus groups and survey data, to create 2 pathways within our Academy. These were selected due to student interest as well as their relationship to our overall school theme and their ability to capture almost all students. These pathways include Public Health, Health Care and Biotechnology. At the beginning of this school year (19-20) we piloted having students in grades 10-12 apply into a pathway and once in a pathway become eligible for specific themed activities (i.e. industry partners hosting workshops, movie nights, field trips, etc.) and honors in their pathway upon graduation. After the first 6 months of the pilot there was enough interest to reopen the application process for a second round of students to apply into the pathways of their interest – this served as an important indicator for us. In 20-21 we will continue to generate excitement and interest in pathways through current process, while augmenting the activities and opportunities. Simultaneously, we believe that the Health &amp; Bioscience course that all 9th graders are enrolled in which is specifically designed to expose all 9th graders to the themes, will continue to support understanding of the themes and student excitement about them. Moving forward we are confident our plans will work to ensure more students have developed interests in the 3 themes.</p> |
| <p><b>WBL</b><br/>(page 6 of rubric)</p>      | <p>We provide many students with personalized WBL experiences that span the continuum from career awareness, career exploration, career practicum, and career preparation. 100 of our students engage with some form of WBL each year.</p> | <p>Ensuring that all students have a series of WBL experiences that are meaningful for them and aligned to their post secondary interests</p>  | <p>In order to increase the effectiveness of our Work Based Learning we will continue to work toward a more sequenced series of WBL experiences that are linked to our three pathway themes (Public Health, Health Care and Biotechnology). As much as possible we would like to see students engage in WBL linked to these themes, and the role of the internship coordinator, the Academy Director and the Academy science teacher will be to curate these opportunities. This team, with several other Academy members, will meet bimonthly to discuss potential leads for opportunities and to curate the upcoming month's WBL opportunities and to support the enrollment of students into these opportunities. Through this purposeful expansion of our WBL program we hope to ensure that we are serving a higher percentage of our students with intensive career training and/or career preparation experiences.</p>   |

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| <b>Comprehensive Student Supports</b><br>(page 7 of rubric) | Through established structures and processes, the pathway team: Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations Identifies and monitors student academic, personal, and social- emotional needs | Although we have a strong methodology for SEL needs, we need to strengthen our processes for academic multi tiered systems of support so that Tier 1 supports are integrated into all teachers' lesson design and delivery.   | At Life we have been engaged this year (19-20) in refining the Multi-Tiered Systems of Support process in order to better address academic needs in addition to SEL needs. This process, although nascent, allowed us to identify the need to integrate better Tier 1 supports for all students throughout our classrooms – a basic, but key finding for our school. Our next step is to provide PD on Tier 1 supports, ensure that all teachers are integrating Tier 1 supports into their lesson design and delivery and providing cycles of coaching to improve these school wide practices.   |
| <b>Pathway Student Outcomes</b><br>(page 2 of rubric)       | Life does not track students once they're enrolled within the pathway and does not have academic achievement requirements to continue within the pathway  | Student achievement is still predictable based on student performance in 9th grade. Our alumni self report that they under perform in math and science in college/university. Students who begin college with intended majors in science often change their majors within one year after failing entry level math/science requirements. | Our target group, Latino males, has an A-G completion rate that is 16.9 percentage points below their female counterparts. Lagging skills, lack of self-advocacy and lack of willingness to engage in interventions are all root causes for this. We also know that teacher instruction that doesn't include high quality Tier 1 supports is a root cause that we have control over. In order to increase the percentage of Latino males succeeding in A-G completion we need to invest in our Tier 1 supports which we will be doing through our MTSS team and our mid-year retreat though which we do whole staff PD. We will also provide credit recovery classes for students who fail their first round of core content classes and seek in engage students through our themed pathway activities. |

## 2020-2021: YEAR ONE ANALYSIS

## Strategic Goals

| <b>Pathway Quality Strategic 3 Year Goal</b>   | <b>What evidence will you look for to know you are successful?</b>  |
|--|---|
| Life Academy will proceed with the codification of three pathways within our Academy for students in grade 10-12: Public Health, Health Care and Bioscience. Through these opt in pathways within our larger academy we will seek to engender interest and excitement in these themes via workshops, field trips and celebrations. | Increase in pathway applications (60% of each grade level 10-12)<br>Increase in number of students earning pathway honors (30% of all seniors)<br>Consistent involvement in the Health Care Conference (90% of all students in pathways)  |
| Life Academy, by May 2021, will have CCSS and NGSS aligned and skills driven curriculum in all core content classes.   | All submitted unit plans will have clear focus on CCSS and NGSS standards and plans for assessment that allow for students to show mastery.<br>Student mastery of content standards will increase as show through IABs and SBAC as well as through internal assessment systems. |
| Life Academy will have an increase in alumni entering post secondary institutions to pursue majors in/careers in the sciences and math   | Alumi will self report that they are prepared for their college level math and science coursework   |

| Strategic Actions  |  |   |                    |                                |                        |            |   |
|--|--|---|--------------------|--------------------------------|------------------------|------------|---|
| <b>Strategic Actions</b><br><i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>  |  | <b>What evidence will you look for to know you are successful?</b>  |                    |                                |                        |            |   |
| Strong programs need strong, highly skilled teachers to support them. The highest leverage action school leaders can take is to prioritize the coaching of teachers in the form of observational feedback, providing unit planning and lesson planning support, model teaching and co-observation and debrief of other teachers. Life's leadership team will continue to do these things and seek to prioritize doing them with more frequency in order to increase teacher skill to meet the needs of students. |  | - Teacher practice will grow as evidenced by assessment using the OETF rubric<br>- Student learning will show growth (via stronger teaching) and students will show stronger master on both internal and external assessments<br>- Teachers will all use the Understanding by Design unit planning template and methodology to think about their instruction and assessment |                    |                                |                        |            |   |
| Providing professional development on the Understanding by Design unit planning template and methodology for all teachers along with follow up one on one coaching and support   |  | - Teachers will all use the Understanding by Design unit planning template and methodology to think about their instruction and assessment  |                    |                                |                        |            |   |
| We will continue to invest in the three pathway themes within our Academy and provide the Academy teachers with planning time, resources and operational support to ensure engaging and exciting pathways events for all students  |  | - Increase in pathways events to one per month for each pathway<br>- Increase in pathway applications (60% of each grade level 10-12)<br>- Increase in number of students earning pathway honors (30% of all seniors)<br>- Consistent involvement in the Health Care Conference (90% of all students in pathways)   |                    |                                |                        |            |   |
| Investment in the strength of the science program through coaching, resource allocation and school leadership taking on a clear role in department meeting so that the focus is on teaching and learning   |  | - Stronger student performance on CAST (increase in proficiency to 15-20%)<br>- Decrease in the % of student failing science courses  |                    |                                |                        |            |   |
| Budget Expenditures  |  |   |                    |                                |                        |            |   |
| 2020-2021 Budget   |  |   |                    |                                |                        |            |   |
| <b>Budget Justification:</b><br>One to two sentences that provides the following information:<br>- What the specific expenditure, vendor, or service is?<br>- How the specific expenditure, vendor, or service provided is aligned to pathway development?<br>- What need this specific expenditure or service addresses?  |  | <b>COST</b>   | <b>OBJECT CODE</b> | <b>OBJECT CODE DESCRIPTION</b> | <b>POSITION TITLE</b>  | <b>FTE</b> | <b>PATHWAY NAME<br/>(if applicable)</b> |
| Hire .20 FTE of Jack Jue, internship coordinator who will ensure that all juniors and seniors are engaged in pathway related internships   |  | \$12,745.00   | 1110               | Teacher Salary                 | Internship Coordinator | 0.20       |   |

|   |             |      |   |  |  |  |
|---|-------------|------|---|--|--|--|
| <p><b>Teacher Salary Stipends</b> for the following activities (\$59,000 + .25% for benefit costs which is included here at \$14,750)</p> <ul style="list-style-type: none"> <li>• <b>Teachers who serve on the Multi Tier Systems of Support Team (MTSS)</b> which meets regularly in order to use data to differentiated supports for our pathway students that are reading below grade level or in need of other forms of academic support, use attendance data to plan and implement interventions for students whose attendance rates fall below 90% and use COST and referral data to ensure students in need of additional social emotional supports are receiving needed interventions.</li> <li>• <b>Stipends for Pathway Vertical Articulation Curriculum Planning</b>, for teachers involved in supporting vertical alignment between pathway courses to address the academic and executive functioning skills gaps for all students in the pathway. Specifically, we would like to offer extended contracts for pathway teachers involved in this curricular planning. It will be driven by using student work data and focal students (specifically Latino males, our target focal group) to ensure that we are addressing skills gaps in a structured and thoughtful way over the course of a student's academic journey in the pathway.</li> <li>• <b>After school tutoring</b> in alignment with literacy access and intervention for students in pathway grades 9-10 who are off track for on time graduation.</li> <li>• <b>Money for Academy Team members</b> to meet additional time beyond their paid hours to plan Pathway application process, read and admit students to pathways, plan and implement pathway roll out inductions, plan and implement pathway events (5 to be held throughout the year) and plan the Health Care Conference.</li> <li>• <b>Mid year retreat teacher stipends</b> for training on Rigorous Academics for bolster quality of pathway programming. Extended contracts are for the additional time on Thursday evening, Friday afternoon after 4pm, and on Saturday morning - no teacher will be paid for already compensated time of Friday.</li> <li>• <b>Funds to pay 2 teachers stipends</b> at their per diem hourly rate to teach an additional credit recovery course outside of the school day in order to ensure that we are able to keep a strong graduation rate even with the reduction in staffing at out</li> </ul> | \$73,750.00 | 1120 | Certificated Teachers' Salaries: Stipends |  |  |  |
| <p><b>Clerical ET/OT:</b> ET/OT for case managers, translation services, SPED classified staff, and attendance clerk to hold meetings with families of off-track students in the pathway during non-school hours regarding attendance, behavior, discipline, and/or academic supports.</p>  | \$4,000.00  | 2225 | Classified Support Salaries: Overtime     |  |  |  |

|   |             |      |                      |  |  |  |
|---|-------------|------|----------------------|--|--|--|
| <b>Meeting Refreshments</b> for our Annual Health Care Conference to provide all health care professionals, students and families with lunch for attending this pathway event   | \$4,000.00  | 4311 | Meeting Refreshments |  |  |  |
| <b>Two Chromebooks Carts</b> for Biotechnology pathway to support in the continuation and strengthening of our computer science and biotech programming (to be used in Health & Bioscience course and in the AP Computer Science course)  | \$14,000.00 | 4420 | Computer < \$5,000   |  |  |  |
| <b>Facility Rental of retreat center</b> for our Mid Year retreat - a three-day opportunity for us to assess our successes and review data to ensure we move forward in ways that will support us in strengthening our academic and pathway programming for young people  | \$10,000.00 | 5624 | Rentals: Facility    |  |  |  |
| <b>Consultant Contract with East Bay Consortium (EBC)</b> to provide supplemental high school and college advising to our high school seniors. EBC will provide our students and families with community outreach events, workshops and presentations focused on high school, college, and financial aid advising. Most substantively, EBC will provide college advising through one-on-one sessions through which experienced East Bay Consortium staff members work with high school students to guide them to the college path that is best for them. Specifically, staff members assist high school seniors with the college application and financial aid process. 65 students will be served (100% of the senior class).  | \$28,500.00 | 5825 | Consultants          |  |  |  |
| <b>Supplies or Materials</b> for the following activities: <ul style="list-style-type: none"> <li>• <b>BART or AC Transit tickets:</b> transportation for health-related job shadowing, field trips, pathway aligned college visits, etc</li> <li>• <b>Healthcare Conference supplies:</b> including supplies for each of the health care providers who run workshops (for example, if a there is a surgeon doing a workshop on surgical sutures then we will need to purchase the supplies for the workshop). This also includes basic supplies like folders, small notepads, and name tags, for the registration process for both adults (last year we had over 50 providers) and students (approx 200)</li> <li>• <b>Dual Enrollment / CTE course supplies:</b> which include any medical/health care supplies needed by the Medical Assistant course (i.e. gloves, blood pressure cuffs, glucometers, etc) and the other CTE pathway courses (Health &amp; Bioscience, Bio, Physio, Chem and Physics) which may include science supplies for labs, medical supplies for thematic units, etc.</li> </ul> | \$15,000.00 | 4310 | Supplies / Materials |  |  |  |

|  |             |      |                |                 |      |  |
|--|-------------|------|----------------|-----------------|------|--|
| <b>Van and bus rentals</b> transportation for college trips and to Simulation Lab or other pathway related events / activities.  | \$9,418.06  | 5826 | Transportation |                 |      |  |
| <b>Consultant Contract:</b> Four staff trainings on Trauma-informed care so that we can better support students in the pathway with complex trauma. <b>Vendor: Candice Valenzuela</b>  | \$4,000.00  | 5825 | Consultants    |                 |      |  |
| <b>Hire .40 FTE</b> of Will Juang (academy science teacher) who will support in the coordination and leadership of all the Bioscience pathway activities in addition to teaching the pathway themed chemistry classes and organizing all lab activities and materials for the department.  | \$31,972.40 | 1110 | Teacher Salary | Science Teacher | 0.40 |  |
| <b>Hire .02 FTE</b> of Emily Frank for the overarching coordination of the three pathways: Health Care, Public Health and Biotechnology. Each pathway will also have a sub-lead and Emily will organize and lead weekly meetings for all pathway teachers and will also meet twice monthly with school leadership to coordinate. Emily will oversee the coordination and implementation of the Health Care Conference. | \$1,714.54  | 1110 | Teacher Salary | CTE Teacher     | 0.02 |  |



## Measure N 2020-2021 Education Improvement Plan Assessment

### Life Academy

#### Checklist of Required Elements:

- ☒ Submitted Measure N Education Improvement Plan
- ☒ Submitted Measure N Budget
- ☒ Silver Certification Status

#### Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

| Category   | Full Implementation<br>4   | Developing<br>3 | Planning<br>2 | No Implementation<br>1 |
|--|--|-----------------|---------------|------------------------|
| <b>Evidence of Comprehensive Pathway Program (<a href="#">Measure N Self Assessment</a>)</b> <ul style="list-style-type: none"><li>Rigorous Academics Integrated in Pathway</li><li>Integrated Students Supports</li><li>Work Based Learning</li><li>Industry Theme and CTE Sequence</li></ul> | <b>Score: 4</b><br><br><b>Rationale:</b> <ul style="list-style-type: none"><li>Overall, the plan reflects clear next steps to improve quality in all four pillars of Linked Learning Pathways.</li><li>Themes of Health Care, Public Health and Bioscience are consistent and clearly evident in courses</li><li>School has demonstrated clear next steps to deepen staff understanding and experience with Linked Learning</li></ul><br><b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"><li>What are the ways the pathway work can be more integrated into the core curriculum centered on the pathway theme through the current structures in place such as defenses and internships?</li></ul> |                 |               |                        |

#### Criteria 2: Quality of the Measure N Education Improvement Plan

| Category | Excelling | Meeting | Approaching | Beginning |
|----------|-----------|---------|-------------|-----------|
|----------|-----------|---------|-------------|-----------|





|  | 4   | 3 | 2 | 1 |
|--|---|---|---|---|
| <b>Root Cause Analysis</b><br><i>The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i> <ul style="list-style-type: none"><li>Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.</li><li>Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.</li><li>Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined</li></ul>  | <b>Score: 4</b><br><b>Rationale:</b> <ul style="list-style-type: none"><li>There is a thoughtful analysis of data addressing the strengths, challenges, and identifying specific high-leverage actions.</li><li>The school has identified key challenges, including the need for teacher skill development to address student gaps in literacy and numeracy, not enough credit recovery opportunities, and the need to better align the WBL opportunities with student interests.</li><li>There are specific actions tied to the challenges identified.</li></ul> <b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"><li>Continue to focus on programming structures for students with IEPs and how they can access the pathway themed experiences.</li></ul> |   |   |   |
| <b>Pathway Quality Assessment</b><br><i>The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars</i> <ul style="list-style-type: none"><li>Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars</li><li>Next steps that have been identified support the continuous quality improvement of the pathway(s)</li><li>Self-assessment provides evidence such as concrete examples or references data</li><li>Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li></ul> | <b>Score: 4</b><br><b>Rationale:</b> <ul style="list-style-type: none"><li>School has provided evidence of progress made this year that address previously provided feedback such as ensuring that content is aligned to grade level standards and working with partners to provide more varied internship opportunities for students.</li><li>School has provided specific strategies that will be implemented next year to address areas of growth such as coaching for all teachers to align instruction to CCSS and NGSS, refining the Multi-tiered Systems of Support process and providing more credit recovery opportunities for struggling students.</li><li>Reflection demonstrates next steps that contribute to the integration of all 4 pillars</li></ul>                           |   |   |   |
| <b>Strategic Goals</b> <ul style="list-style-type: none"><li>Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in</li></ul>   | <b>Score: 4</b>   |   |   |   |



|   |   |
|---|---|
| <p>the upcoming year</p> <ul style="list-style-type: none"><li>• Alignment between schoolwide goals and Measure N priorities is evident</li><li>• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li><li>• The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme</li><li>• The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation</li><li>• The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N</li></ul>  | <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School has identified goals that prioritize the improvement and the quality of key areas of growth identified in the pathway quality assessment. The goals build on the previous year's work. For example, the goal of having standards-aligned, skill-driven curriculum for all core classes by 2021 highlights the focus of improving quality.</li><li>• The evidence identified is concrete</li></ul>   |
| <p><b>Strategic Actions</b></p> <ul style="list-style-type: none"><li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars</li><li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar</li><li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar</li><li>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</li><li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li><li>• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li></ul> | <p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• School has identified clear action steps that prioritize the improvement and the quality of key areas of growth identified in the pathway quality assessment and align to the goals. For example, the school has prioritized one-on-one coaching as a strategy to increase rigor and alignment of instruction to grade level standards. They will continue to refine the use of the Multi-Tiered Systems of Support in order to better serve individual students.</li><li>• The evidence identified is concrete</li></ul> <p><b>Feedback for continued progress monitoring:</b></p> |

| Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan   |   |                                  |  |              |
|--|---|----------------------------------|--|--------------|
| Category   | Compliant & Aligned<br>4  | Compliant Partially Aligned<br>3 | Non-Compliant<br>• Supplanting<br>• Not Allowable<br>2 | Missing<br>1 |
| <p><b>Budget</b></p> <p><i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none"><li>• Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan</li></ul> | <p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to</li></ul> |                                  |  |              |



- Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning
- Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N
- Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available
- Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school
- Expenditures are necessary due to the existence of Linked Learning pathways at the school site

pathway development

- Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined
- Proposed Measure N budget appears to be supplemental and is supported with the investment of other funding sources



### Final Recommendation

#### Fully Approved

*School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning  
School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes*

#### Strengths:

Strategies are aligned to root cause analysis. They have 100% of their students participating in Work Based Learning experiences. They are in the process of strengthening their WBL experience for students to create intensive career training and/or career preparation experiences. There is a strong theory of action which involves one-on-one coaching for every teacher in order to increase rigor and align instruction to grade level standards.

#### Key Questions:

Since expanding your program to middle school grades, you are finding that some of your students are not necessarily interested in the Health field. How do you plan to address this going forward? How will this impact your recruitment? How might this impact your program?

#### Next Steps:

| What  | Suggested Lead | Deliverable | Date |
|---|----------------|-------------|------|
| Investigate how the pathway work can be more integrated into the core curriculum centered on the pathway theme through the current structures such as defenses and internships. |                |             |      |
| Continue to focus on programming structures for students with IEPs to access the pathway themed experiences.  |                |             |      |