

MEASURE N COMMISSION

1000 Broadway, Suite 680
Oakland, CA 94607-4099



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

Jason Gumataotao,
Chairperson
jason@ibew595.org

Louise Waters,
Vice Chair
louise.bay.waters@gmail.com

Whitney Dwyer,
Secretary
whitney.dwyer@ousd.org

Emma Paulino,
Member
emmap@oaklandcommunity.org

James Harris,
Member
james@510media.com

Board Office Use: Legislative File Info.	
File ID Number	21-0783
Introduction Date	4/15/2021
Enactment Number	
Enactment Date	

Memo

To Board of Education

From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
Jams Harris, Member

Board Meeting Date April 15, 2021

Subject 2021-2022 Measure N Education Improvement Plan
Services for: Life Academy

Action Requested and Recommendation Adoption by the Board of Life Academy proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$220,150,00.

Background

(Why do we need these services? Why have you selected this vendor?)

Adoption by the Board of Education of Life Academy proposed 2021-2022 Education Improvement Plan and Budget.

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- Measure N Education Improvement Plan

2021-2022 MEASURE N BUDGET

School: LIFE ACADEMY

Site #: 335

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$220,150.00	\$220,150.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
335-1	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	Consultant Contracts			
335-2	BART or AC Transit Tickets: provide transportation for health-related job shadowing, field trips, pathway aligned college visits, etc	\$10,000.00	4310	Supplies & Materials			
335-3	Supplies & Materials for the Healthcare Conference: includes supplies for each of the health care providers who run a workshop (for example, if a there is a surgeon doing a workshop on surgical sutures, then we will need to purchase the necessary supplies for that workshop). This also includes supplies like folders, small notepads, and name tags, for the registration process of the event, for both adults (last year we had over 50 providers) and students (approx 200).	\$2,208.10	4310	Supplies & Materials			
335-4	Supplies & Materials for the Dual Enrollment / CTE Course: includes medical/health care supplies needed by the Medical Assistant course (ie. gloves, blood pressure cuffs, glucometers, etc) and the other CTE pathway courses (Health & Bioscience, Bio, Physio, Chem and Physics) which may include science supplies for labs, medical supplies for thematic units, etc.	\$3,000.00	4310	Supplies & Materials			
335-5	Teacher Salaries Stipends: Extended Contracts for Pathway Vertical Articulation Curriculum Planning. Teachers involved will support 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. (\$10,395.00 + 25% Benefit Costs = \$12,993.75)	\$12,993.75	1120	Teacher Salaries Stipends			

335-6	Hire a CTE Teacher at .20 FTE (Dr. Emily Frank) for the overarching coordination of the three strands within our Academy: Health Care, Public Health and Biotechnology. Each strand will also have a sub-lead and Dr. Frank will organize and lead the weekly meetings for all pathway teachers and will also meet twice monthly with school leadership to coordinate. Dr. Frank will oversee the coordination and implementation of the Health Care Conference.	\$16,002.80	1110	Teacher Salaries	CTE Teacher	.20 FTE	
335-7	Hire an Academy Science Teacher at .20 FTE (Will Juang) 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.	\$16,411.60	1110	Teacher Salaries	Science Teacher	.20 FTE	
335-8	Facility Rental 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. During this retreat we strategically plan pathway development and implementation as well as plan pathway projects.	\$10,000.00	5624	Rentals - Facility			
335-9	Teacher Salaries Stipends: Extended Contracts for 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 Coordination of Support Team (COST) and referral data to ensure students in need of additional social emotional supports are receiving needed interventions. (\$10,395.00 + 25% Benefit Costs = \$12,993.75)	\$10,000.00	1120	Teacher Salaries Stipends			
335-10	Teacher Salaries Stipends: Extended Contracts for teachers who offer 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. (\$10,395.00 + 25% Benefit Costs = \$12,993.75)	\$12,933.75	1120	Teacher Salaries Stipends			
335-11	Teacher Salaries Stipends: Extended Contracts for Teachers to attend the Mid-Year retreat for training on Rigorous Academics to 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 regular compensated work time on Thursday or Friday) 17 teachers, 8 hours at \$38.50 hr + 25% = \$6,545.00	\$7,000.00	1120	Teacher Salaries Stipends			
335-12	Teacher Salaries: Extended Contracts for 2 Teachers 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. Attendance and grades will be reflected in Aeries. (compensation will be at their per diem hourly rate)	\$8,000.00	1120	Teacher Salaries Stipends			

335-13	Hiring a Teacher on Special Assignment (TSA) .60 FTE. We believe that coaching is our strongest lever to supporting the academic growth of our students. In order to meet the goals we have laid out around student success (on track in 9th grade, graduation rate) we know that we need to provide more support to teachers to ensure that they are using formative assessment data to identify areas of need for their students and then seeking to support students with that unfinished learning. This staff member will coach 10-12 members of the Academy team and support them with their instruction (based on observation), work closely with them on the development of new curriculum aligned with the Academy and, work with them on backwards planning units. Cost of experienced teacher including benefits for .6 (portion of their salary dedicated to Academy/pathway support).	\$77,400.00	1119	Teacher on Special Assignment School	TSA	.60 FTE	
335-14	Meeting Refreshments for Strand Events: Each strand within our Academy (health care, public health and biotech) has monthly after school events for students including guest speakers and workshops, film screenings, etc. We provide simple snacks for each of these events (juice, granola bars). (9 events per strand = 27 events over the course of the year. \$100 per event = \$2700)	\$2,700.00	4311	Meeting Refreshments			
335-15	Meeting Refreshments for our Annual Health Care Conference to provide all health care professionals, students and families with lunch for participating in this health pathway event.	\$3,000.00	4311	Meeting Refreshments			

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 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.														
School Demographics														
Special Populations	% Male 49.0%	% Female 51.0%	% Oakland Residents 98.8%	% LCHF 19.2%	% English Learners 1.2%	% LTFL 14.7%	% SPED RSP 16.3%	% SPED Mild-Moderate 0.0%	% SPED Severe 0.0%					
Student Population by Race/Ethnicity	African-American 5.7%	Indian/Alaskan Native 0.4%	Asian 4.1%	Hispanic/Latino 87.3%	Filipino 1.2%	Pacific Islander 0.0%	Caucasian 0.4%	Multiracial 0.4%	Newcomers 0.4%					
Target Student Population	Which student population will you focus on in order to reduce disparities?													
SCHOOL PERFORMANCE GOALS AND INDICATORS														
Whole School Indicator	18-19 Baseline Data		19-20 Data		20-21 Goal		20-21 Data		21-22 Goal		21-22 Data		22-23 Goal (3-Year Goal)	
Four-Year Cohort Graduation Rate	95.2%		88.2%		90.00%				90.0%					
Four-Year Cohort Dropout Rate	1.6%		1.7%		1.6%				1.6%					
A-G Completion	85.0%		78.0%		90.0%				90.0%					
On Track to Graduate- 9th Grade	67.2%		78.0%		70.0%				76.0%					
Percentage of students who participated in at least 1 Work-Based Learning activity	25.9%		0.0%		80.0%				80%					
Percentage of students who have passed dual enrollment courses with a C- or better			76.5%		90.0%				90%					
Percentage of students in Linked Learning pathways	74.9%		73.1%		100.0%				100%					
Target Student Population Indicator	18-19 Baseline Data		19-20 Data		20-21 Goal		20-21 Data		21-22 Goal		21-22 Data		22-23 Goal (3-Year Goal)	
Four-Year Cohort Graduation Rate	93.3%		75.2%		93.3%				94.0%					
Four-Year Cohort Dropout Rate	0.0%		3.7%		0.0%				0					
A-G Completion	78.6%		74.1%		79.0%				90%					
On Track to Graduate - 9th Grade			70.3%						90%					
Percentage of students who participated in at least 1 Work-Based Learning activity	100.0%		100.0%		100.0%				100%					
Percentage of students who have passed dual enrollment courses with a C- or better	76.0%		90.0%		85.0%				90%					

Percentage of students in Linked Learning pathways		100.0%	100.0%	100.0%	100%			
ROOT CAUSE ANALYSIS								
Indicator	Strengths	Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	Root Cause Analysis <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>					
	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 is 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.					
Four-Year Cohort Graduation Rate								
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.
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.
PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps

<p>Rigorous Academics (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 teachers 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>
<p>CTE (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 & Bioscience course that all 8th 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>WBL (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 support the upcoming month's WBL 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>
<p>Comprehensive Student Supports (page 7 of rubric)</p>	<p>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</p>	<p>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.</p>	<p>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.</p>
<p>Pathway Student Outcomes (page 2 of rubric)</p>	<p>Life does not track students once they're enrolled within the pathway and does not have academic achievement requirements to continue within the pathway</p>	<p>Student achievement is still predictable based on student performance in 9th grade. Our alumni self report that they underperform 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.</p>	<p>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 does not 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 through 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.</p>
<p>2020-2021: YEAR ONE ANALYSIS</p>			
<p>Strategic Goals</p>	<p>Pathway Quality Strategic 3 Year Goal</p>		
<p>What evidence will you look for to know you are successful?</p>	<p>What evidence will you look for to know you are successful?</p>		

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) Increase in number of students earning pathway honors (30% of all seniors) 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. 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	Alumni will self report that they are prepared for their college level math and science coursework
Strategic Actions	
Strategic Actions <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?
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.	<ul style="list-style-type: none"> - Teacher practice will grow as evidenced by assessment using the OETF rubric - Student learning will show growth (via stronger teaching) and students will show stronger master on both internal and external assessments - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Increase in pathway events to one per month for each pathway - Increase in pathway applications (60% of each grade level 10-12) - Increase in number of students earning pathway honors (30% of all seniors) - 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	<ul style="list-style-type: none"> - Stronger student performance on CAST (increase in proficiency to 15-20%) - Decrease in the % of student failing science courses
Budget Expenditures	
2020-2021 Budget	
Budget Justification: One to two sentences that provides the following information: <ul style="list-style-type: none"> - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses? 	COST
	OBJECT CODE
	OBJECT CODE DESCRIPTION
	POSITION TITLE
	FTE
	PATHWAY NAME (if applicable)
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>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"> • 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. • 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. (\$10,395.00 + 25% Benefit Costs = \$12,993.75) • 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. • 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. • 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. • 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 out site. - \$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 - Teacher salary stipend involved in after hours pathway programming 						
	\$73,750.00	1120	Enter object code at left.			
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	Enter object code at left.			
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	Enter object code at left.			
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	Enter object code at left.			

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	Enter object code at left.			
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	Enter object code at left.			
Supplies or Materials for the following activities: <ul style="list-style-type: none"> BART or AC Transit tickets: transportation for health-related job shadowing, field trips, pathway aligned college visits, etc 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) 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 & Bioscience, Bio, Physio, Chem and Physics) which may include science supplies for labs, medical supplies for thematic units, etc. 	\$15,000.00	4310	Supplies / Materials			
Van and bus rentals transportation for college trips and to Simulation Lab or other pathway related events / activities.	\$9,418.06	5826	Transportation			
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	Enter object code at left			
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	
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	
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?				

<p>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.</p>	<p>We have consistently used student surveys to gather information about student participation in our pathways programming. The results are clear – students have enjoyed the opportunity to participate in pathway programming and they feel this is helping prepare them for careers within their pathway. We have worked hard to continue these pathway events even through distance learning and through the creative genius and many strong industry connections of Dr. Frank we have been able to do so.</p>	<p>Next year, as we anticipate returning to in person instruction, we will look forward to continuing our pathway programming and events in person. We added student leadership element to the pathways, each pathway has a student lead who supports in developing the pathway events and is stipended through our lead agency for their work. Next year we hope to add an additional element to this – that these student pathway leads will receive a budget to plan with and they will need to make a proposal for how to use their pathways budget.</p>
<p>Life Academy, by May 2021, will have CCSS and NGSS aligned and skills driven curriculum in all core content classes.</p>	<p>This goal has been hard to achieve through distance learning. We have ensured that all science classes 6-9 ad math classes 6-10 are using adopted curriculum that is NGSS aligned and worked closely with the science department through coaching and feedback to support in this implementation. We believe we have a strong foundation for when we return although there is much work left to do in the upper grades. We have struggled in our humanities classes to do the same, partly because there is no adopted curriculum for high school grades. We continue to strive toward this goal.</p>	<p>Next year we will continue to dig into this work as our primary professional development goal. Through coaching, professional development and required planning documents to be submitted we will seek to ensure that all teachers are embracing the skills elevated in the CCSS and NGSS within their lessons.</p>
<p>Life Academy will have an increase in alumni entering post secondary institutions to pursue majors in/careers in the sciences and math</p>	<p>No data collected to support this yet.</p>	<p>It is our belief that doubling down on the pathways work will continue to lead to more students being interested in careers in math and science as well as being prepared for these.</p>
<p>For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:</p>		
<p>Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</p>	<p>What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?</p>	<p>What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?</p>
<p>Continued investment in our pathways event programming to provide students with opportunities to interact with industry professionals in health care, biotech and public health on a monthly basis</p>	<p>We have learned that this programming is meeting its aim of exposing students to the excitement and joys of their career sector. By having this be opt in (via application) it is seen as a special additional opportunity and students feel professionalized by engaging in it so we will continue to use that process. We have learned that the student leadership element of this is important and so this is an adaptation that we will continue to invest in in 21-22.</p>	<p>We have learned that this programming is meeting its aim of exposing students to the excitement and joys of their career sector. By having this be opt in (via application) it is seen as a special additional opportunity and students feel professionalized by engaging in it so we will continue to use that process. We have learned that the student leadership element of this is important and so this is an adaptation that we will continue to invest in in 21-22.</p>
<p>We are bringing on another CTE teacher who we hope can support in the public health aspect of our work, one that there is significant student interest in, although one we have less expertise in on staff. We hope to work with this new faculty member to develop our public health pathway and to create curricular experiences in 12th grade that expose students to topics in public health.</p>	<p>This addition of a CTE teacher who can support in public health is a move we are making because there is interest in this but less expertise on our staff. We are hoping that this will impact students positively through the development of this pathway and the events and activities that align with this area of interest.</p>	<p>This addition of a CTE teacher who can support in public health is a move we are making because there is interest in this but less expertise on our staff. We are hoping that this will impact students positively through the development of this pathway and the events and activities that align with this area of interest.</p>
<p>Continued improvement of our academics is the most important strategic action. It is essential that we support our teachers in continuing to improve instruction so that our students are mastering content and preparing for college.</p>	<p>The strongest lever toward this is coaching support. We have continued this throughout the year of distance learning and we must continue it as we return in person. For new teachers (years 1-3) we must meet weekly with to review lessons, anticipate areas of student struggle, and ensure that lessons are strong in their access points for all students. For teachers beyond their first three years we must meet 2 monthly to do the same. This is a huge investment of time and it is also an essential aspect of this work.</p>	<p>The strongest lever toward this is coaching support. We have continued this throughout the year of distance learning and we must continue it as we return in person. For new teachers (years 1-3) we must meet weekly with to review lessons, anticipate areas of student struggle, and ensure that lessons are strong in their access points for all students. For teachers beyond their first three years we must meet 2 monthly to do the same. This is a huge investment of time and it is also an essential aspect of this work.</p>
<p>Budget Analysis of 2020-2021 Measure N Budget</p>	<p>Budget Expenditures</p>	<p>Budget Expenditures</p>
<p>Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?</p>	<p>Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?</p>	<p>Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?</p>
<p>We were unable to expend much of our measure N funds this year due to distance learning. The majority of our Measure N monies were planned for in person services/activities. For example, our health care conference which is a highlight of our program, was done this year in a virtual setting (successfully!) however, we didn't need to provide our volunteer health care workers with refreshments, so that money was not expended. Other examples include extended contract money for activities that didn't happen due to the nature of distance learning, facility rental for our mid year retreat, etc.</p>	<p>We were unable to expend much of our measure N funds this year due to distance learning. The majority of our Measure N monies were planned for in person services/activities. For example, our health care conference which is a highlight of our program, was done this year in a virtual setting (successfully!) however, we didn't need to provide our volunteer health care workers with refreshments, so that money was not expended. Other examples include extended contract money for activities that didn't happen due to the nature of distance learning, facility rental for our mid year retreat, etc.</p>	<p>We were unable to expend much of our measure N funds this year due to distance learning. The majority of our Measure N monies were planned for in person services/activities. For example, our health care conference which is a highlight of our program, was done this year in a virtual setting (successfully!) however, we didn't need to provide our volunteer health care workers with refreshments, so that money was not expended. Other examples include extended contract money for activities that didn't happen due to the nature of distance learning, facility rental for our mid year retreat, etc.</p>
<p>Budget Expenditures</p>	<p>Budget Expenditures</p>	<p>Budget Expenditures</p>

2021-2022 Budget: Enabling Conditions Whole School						
Budget Justification: <i>Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.</i> - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? - What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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	Consultant Contracts			
BART or AC Transit Tickets: provide transportation for health-related job shadowing, field trips, pathway aligned college visits, etc	\$10,000.00	4310	Supplies & Materials			
Supplies & Materials for the Healthcare Conference: includes supplies for each of the health care providers who run a workshop (for example, if a there is a surgeon doing a workshop on surgical sutures, then we will need to purchase the necessary supplies for that workshop). This also includes supplies like folders, small notepads, and name tags, for the registration process of the event, for both adults (last year we had over 50 providers) and students (approx 200).	\$2,208.10	4310	Supplies & Materials			
Supplies & Materials for the Dual Enrollment / CTE Course: includes 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 & Bioscience, Bio, Physio, Chem and Physics) which may include science supplies for labs, medical supplies for thematic units, etc.	\$3,000.00	4310	Supplies & Materials			
Teacher Salaries Stipends: Extended Contracts for Pathway Vertical Articulation Curriculum Planning. Teachers involved will support 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. Benefit Costs = \$12,993.75 (\$10,395.00 + 25%)	\$12,993.75	1120	Teacher Salaries Stipends			
Hire a CTE Teacher at .20 FTE (Dr. Emily Frank) for the overarching coordination of the three strands within our Academy: Health Care, Public Health and Biotechnology. Each strand will also have a sub-lead and Dr. Frank will organize and lead the weekly meetings for all pathway teachers and will also meet twice monthly with school leadership to coordinate. Dr. Frank will oversee the coordination and implementation of the Health Care Conference.	\$16,002.80	1110	Teacher Salaries	CTE Teacher	.20 FTE	

Hire an Academy Science Teacher at .20 FTE (Will Juang) 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.	\$16,411.60	1110	Teacher Salaries	Science Teacher	.20 FTE	
Facility Rental 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. During this retreat we strategically plan pathway development and implementation as well as plan pathway projects.	\$10,000.00	5624	Rentals - Facility			
Teacher Salaries Stipends: Extended Contracts for 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 Coordination of Support Team (COST) and referral data to ensure students in need of additional social emotional supports are receiving needed interventions. (\$10,395.00 + 25% Benefit Costs = \$12,993.75)	\$10,000.00	1120	Teacher Salaries Stipends			
Teacher Salaries Stipends: Extended Contracts for teachers who offer 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. (\$10,395.00 + 25% Benefit Costs = \$12,993.75)	\$12,933.75	1120	Teacher Salaries Stipends			
Teacher Salaries Stipends: Extended Contracts for Teachers to attend the Mid-Year retreat for training on Rigorous Academics to 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 regular compensated work time on Thursday or Friday) 17 teachers, 8 hours at \$38.50 hr + 25% = \$6,545.00	\$7,000.00	1120	Teacher Salaries Stipends			
Teacher Salaries: Extended Contracts for 2 Teachers 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. Attendance and grades will be reflected in Aeries. (compensation will be at their per diem hourly rate)	\$8,000.00	1120	Teacher Salaries Stipends			
Hiring a Teacher on Special Assignment (TSA), .60 FTE. We believe that coaching is our strongest lever to supporting the academic growth of our students. In order to meet the goals we have laid out around student success (on track in 9th grade, graduation rate) we know that we need to provide more support to teachers to ensure that they are using formative assessment data to identify areas of need for their students and then seeking to support students with that unfinished learning. This staff member will coach 10-12 members of the Academy team and support them with their instruction (based on observation), work closely with them on the development of new curriculum aligned with the Academy and, work with them on backwards planning units. Cost of experienced teacher including benefits for .6 (portion of their salary dedicated to Academy/pathway support).	\$77,400.00	1119	Teacher on Special Assignment School	TSA	.60 FTE	

Meeting Refreshments for Strand Events: Each strand within our Academy (health care, public health and biotech) has monthly after school events for students including guest speakers and workshops, film screenings, etc. We provide simple snacks for each of these events (juice, granola bars). (9 events per strand = 27 events over the course of the year, \$100 per event = \$2700)	\$2,700.00	4311	Meeting Refreshments			
Meeting Refreshments for our Annual Health Care Conference to provide all health care professionals, students and families with lunch for participating in this health pathway event.	\$3,000.00	4311	Meeting Refreshments			