

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –
College & Career Readiness Commission**

David Kakishiba, Chair
kakishiba@gmail.com

Marc Tafolla, Vice Chair
marctafolla@gmail.com

Katy Nuñez-Adler, Secretary
katynunez.adler@gmail.com

James. Harris, Member
james@510media.com

Gary Yee, Member
Yeega125@gmail.com

| Board Office Use: Legislative File Info. | |
|--|---------|
| File ID Number | 24-0724 |
| Introduction Date | 5/21/24 |
| Enactment Number | |
| Enactment Date | |

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Life Academy of Health & Bioscience 335

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Life Academy as “Approved,” with a base allocation of \$215,050.00 and a strategic carryover allocation of \$162,663.41 for a total allocation not to exceed \$231,316.41.

Background

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

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan – Life Academy
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – Life Academy

| 2024-2025 MEASURE H BUDGET | | | |
|---|--------------|----------------|-----------------|
| Effective: July 1, 2024 - June 30, 2025 | | | |
| Resource 9339 | Allocation* | Total Expended | Total Remaining |
| Measure H | \$215,050.00 | \$215,050.00 | \$0.00 |

**Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (253) multiplied by the per pupil amount of \$850.*

School: LIFE ACADEMY OF HEALTH & BIOSCIENCE

Site #: 335

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|--|-------------|-------------|--|----------------|----------|-----------------------------|
| 335-1 | Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal, at .20 FTE. This expenditure will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation. PCN 6304 Alykhan Boolani (Salary and Benefit costs included) | \$43,770.86 | 1305 | Supervisor, Administrative, Instruction Coaches Salaries | PRIN HS SML | 0.20 FTE | Health & Bioscience |
| 335-2 | Hire 1 Pathway Coach, at .50 FTE to work at Life Academy. The Pathway Coach will support the alignment of the pathway to the 2023-26 College and Career for All and Linked Learning Quality Standards. Additional duties include: increasing the instructional capacity of pathway team to build quality collaboration that focuses on the instructional core and 3 domains of Linked Learning; and addressing systemic solutions on site and at the district level that support continued pathway development. This is a full-time position that is split-funded with other resources including 0.25 FTE of central Measure H and 0.25 FTE of grant funding (CTEIG). PCN 10309 - C. Green (Salary & Benefit Costs Included) | \$83,090.51 | 2305 | Supervisor, Administrative, Instruction Coaches Salaries | Pathway Coach | 0.50 | Health & Bioscience |
| 335-3 | Hire a CTE Teacher at .1 FTE for a total 0.2 FTE to teach CTE Introduction to Mental and Behavioral Health (course 7960) This introductory course is designed to provide students the necessary foundational technical skills of Health Sciences. Students will be introduced to the requirements of working in mental and behavioral health occupations, understanding, diagnosis and treatment of an individual's emotional, psychological, and social aspect of maintaining and or achieving wellness. This position will impact 30 of our Pathway students in grades 11-12. The remaining 0.1 FTE is funded in row 136 of the 24-25 Whole School tab. New Hire, PCN TBD (Salary and benefit cost included) | \$12,500.00 | 1105 | Teacher Salary | CTE Teacher | 0.10 | Health & Bioscience |
| 335-4 | Teacher Salaries Stipends: Extended Contracts to pay Science Academy Teachers to strengthen the pathway integrated curriculum in the following places: Biology/Humanities 9, Chemistry/Humanities 10, Science Reading 9 and Health & Bioscience, Science Reading 10 and Chemistry, Science Reading 10 and Physiology, Physics/Humanities 11. Grades 9-11 directly impacted, a total of 190 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included) | \$8,662.50 | 1120 | Teacher Salary Stipends | None | | Health & Bioscience |

| | | | | | | |
|--------|---|-------------|------|--------------------------------------|------|---------------------|
| 335-5 | Teacher Salaries Stipends: Extended Contracts to pay Math Academy Teachers to create integrated and pathway aligned curriculum with science teachers, specifically 1 integrated project per semester. Grades 9-11 directly impacted, a total of 195 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included) | \$8,662.50 | 1120 | Teacher Salary Stipends | None | Health & Bioscience |
| 335-6 | Teacher Salaries Stipends: Extended Contracts to pay Humanities Academy Teachers to meet and plan throughout the school year. Their pathway aligned objective is in support of Strategic Goal #1 (integration of pathway themed text/unit in all grades 9-12). Grades 9-12 directly impacted, a total of 260 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included) | \$8,662.50 | 1120 | Teacher Salary Stipends | None | Health & Bioscience |
| 335-7 | Teacher Salaries Stipends: Extended Contracts for 8 Instructional Leadership Teachers/Staff to attend 2 extra days of professional development work. The 2 extra days will be at the beginning of the year and late summer to design and plan the professional learning plan for the teaching staff to center around pathway and post-secondary success for students. Compensation: 16 hours at \$38.50 per hour + 25% benefit costs = \$770.00 x 8 teachers = \$6,160.00 (Salary & Benefit Costs include)" | \$6,160.00 | 1120 | Teacher Salary Stipends | None | Health & Bioscience |
| 335-8 | Professional Contracted Bus Services: Charter bus rentals for pathway students to attend College and Career Exploration visits or trips to explore pathways themes outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. Also to explore college programs in biotech, public health and healthcare, including college and university programs in pre-medical fields. This allocation will impact 100% of pathway students. | \$16,301.13 | 5826 | Professional Contracted Bus Services | None | Health & Bioscience |
| 335-9 | Rentals - Facility: This expenditure will provide funds to pay for the rental fees of a venue for staff to attend a Life Academy curriculum building and vertical alignment retreat to ensure stronger alignment to our Academy themes and to rebuild our 10th grade Defense project with the new Academy teachers. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental in FY 2024-25, for 7 teachers: \$5,000.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines. | \$5,000.00 | 5220 | Rental Facility | None | Health & Bioscience |
| 335-10 | Supplies & Materials: to purchase supplies and materials for our pathways classes. The supplies and materials are required to directly engage students in pathway aligned learning projects. This will include supplies and materials for students in healthcare and biotech pathways programming to work on industry experimental skills and procedure following, hands-on investigation and have the items needed so that they can practice the clinical skills they are learning through pathway programming. | \$1,500.00 | 4310 | Supplies & Materials | None | Health & Bioscience |

| | | | | | | | |
|--------|--|------------|------|----------------------------|------|--|---------------------|
| 335-11 | Books - other than Textbooks: In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide this book to each student in the pathway. In addition to the core text, this expenditure will also support the purchasing of supplemental books to inform the unit (for example, if teaching Rebecca Skloot's The Immortal Life of Henrietta Lacks, this expenditure will not only provide copies of the book for all students, but may also provide the teacher with the literature guide for this book, several Spanish versions of the book, a graphic novel version of the book). 100% of pathways students will be engaged in this unit through their humanities class. | \$2,000.00 | 4200 | Books Other Than Textbooks | None | | Health & Bioscience |
| 335-12 | Rentals - Facility: This expenditure will provide funds to pay for the rental fees of a retreat center venue for staff to attend a Life Academy retreat near the beginning of the year (September 19-20) to continue our work on vertical alignment and pathway integration to increase student engagement in courses and pathways programming. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. One night / 2 day rental for September 19-20, 2024, for all high school affiliated staff (20 people x \$235): \$4700.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines." | \$4,500.00 | 5220 | Rental Facility | None | | Health & Bioscience |
| 335-13 | Enterprise Car Rental for our annual junior college field trips to ensure that 100% of our juniors have the opportunity al visit, at minimum, 3 colleges or universities with programs aligned to the themes of our Academy: healthcare, public health and bioscience. | \$5,000.00 | 5826 | Rentals | none | | Health & Bioscience |
| 335-14 | Teacher Salaries Stipends: Extended Contracts to pay 6 credentialed Pathway Leadership Team members to meet at the beginning of the year for a planning retreat, and two times monthly to plan guest speakers from Academy affiliated industries, field trips, motivational activities for pathways students, job shadowing and internships, mentorship and to ensure that the student leadership program and student co-chairs of that program are being well supported in alignment to the goals of the Academy. Grades 9-12 directly impacted, a total of 250 students. 5 hours (one retreat) + 3 hours x 9 months (twice monthly meetings) = 32 hours/teacher @ 38.5 + 25% benefit costs = 1,232 + 25% benefit costs = \$1540 per teacher x 6 teachers = total \$9240 (Salary & Benefit Costs included) | \$9,240.00 | 1120 | Teacher Salary Stipends | none | | Health & Bioscience |
| 335-15 | | | | | | | |

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: LIFE ACADEMY OF HEALTH & BIOSCIENCE

Site #: 335

| Resource 9333 | Allocation* | Total Expended | Total Remaining |
|---------------|--------------|----------------|-----------------|
| Measure N | \$209,100.00 | \$209,100.00 | \$0.00 |

*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (246) multiplied by the per pupil amount of \$850.

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|--|-------------|-------------|--------------------------------------|----------------|---------|-----------------------------|
| 335-1 | Pupil Support Salaries / Counselor: Hire a Counselor, at .10 FTE. The Counselor will ensure that Life Academy has a full time college and career counselor to serve our students. This expenditure allows for a specific portion of the counselor's duties to be dedicated to internship and work based learning support, pathways activities, dual enrollment pathways support, ensuring that all students who are off track have a 1:1 meeting with their school counselor to explore options for making up needed credits. This specific expenditure impacts 100% of the students in our pathway programming and serves to move us toward our 3 year goal, specifically in the realm of bolstering our internship program and supporting a strong internship team to rebuild this essential element of our school post-COVID. PCN 1793 Rodrigo Sandoval (Salary and Benefit costs included) | \$11,809.68 | 1205 | Pupil Support Salaries / Counselor | Counselor | .10 FTE | Health & Bioscience |
| 335-2 | Teacher Salaries: Hire an Internship Teacher, at .40 FTE. The Internship Teacher will ensure that all juniors have an internship class (2 sections will be taught.) In the internship class students are supported in learning the professional skills needed to engage in internships, work based learning and job shadowing experiences, and supported in finding and applying to their internship sites. These skills (resume and cover letter writing, professional email skills, interview skills, etc) will prepare students for success in their internships and the course will also provide one on one direct support to students as they research, apply for and interview for opportunities. Finally, the course will hold the reflection process for students so that they can internalize the new skills they have developed through their internships, work based learning and job shadowing experiences. By 2025 this will impact 100% of our juniors. PCN 2663 Alice Cheng (Salary and Benefit costs included) | \$33,044.47 | 1105 | Teacher Salaries | TCHR STR ENG | .40 FTE | Health & Bioscience |
| 335-3 | Teacher on Special Assignment School: Hire a TSA 11 month, at .30 FTE. Clare Green, instructional coach for pathways. This specific expenditure will ensure that Life Academy has an instructional coach/leader that is dedicated to supporting our growth in goals #1 (humanities integration of pathway themes and texts) and #3 (student prepared to take higher level math courses). 30% of this coach's time will be dedicated to supporting the implementation of these action steps toward strengthening out pathway alignment in humanities and the strength of our math program. This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts and opportunities in math courses that will address skill gaps, promote mastery and prepare students for upper level math courses (which are prerequisite for careers in healthcare and biotechnology). PCN 6895 Clare Green (Salary and Benefit costs included) | \$42,905.73 | 1119 | Teacher on Special Assignment School | TSA Class 11 | .30 FTE | Health & Bioscience |

| | | | | | | | |
|-------|--|-------------|------|----------------------------|--------------|---------|---------------------|
| 335-4 | <p>Teacher Salaries: Hire an 11th Grade Humanities Teacher, at .20 FTE. This expenditure will ensure that Life Academy has a specific humanities instructor who would spend a dedicated part his day towards supporting our growth in goals #1 (humanities integration of pathway themes and texts). 20% of this teacher's time will be dedicated to researching, designing, and implementing curriculum that explicitly connects humanities and science through texts like The Immortal Life of Henrietta Lacks (for example). This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts that deepen our students' interdisciplinary skills and prepare them for a balanced and contextualized study of health and bioscience.</p> <p>PCN 7927 Jose Gil (Salary and Benefit costs included)</p> | \$16,233.11 | 1105 | Teacher Salaries | TCHR STR ENG | .20 FTE | Health & Bioscience |
| 335-5 | <p>Clerical Salaries Overtime: ET/OT for Classified Support Staff to take on additional work streams in order to re-establish the Life Academy pathway internship program.</p> <p>Duties included: organize and facilitate pathway specific field trips, events, public speakers/panels, and support the conferences linked to our three Academy themes (health care, biotech, public health). Organize and facilitate family meetings each marking period for students who are off track to identify additional support services needed to ensure student success. These services will impact all students in grades 10th-12th grades and increase student engagement as they are directly related to providing ample opportunities for students to have hands-on, outside of school experiences related to their areas of interest and passion.</p> <p>Salary and Benefits costs included)</p> | \$10,000.00 | 2425 | Clerical Salaries Overtime | | | Health & Bioscience |
| 335-6 | <p>Bus Passes: to purchase AC Transit and/or BART Tickets to provide transportation for specific pathway health-related job shadowing, field trips, pathway aligned college visits, etc.</p> | \$6,530.00 | 5820 | Bus Passes | | | Health & Bioscience |
| 335-7 | <p>Teacher Salaries Stipends: Extended Contracts for 8 Instructional Leadership Teachers/Staff to attend 2 extra days of professional development work.</p> <p>The 2 extra days will be at the beginning of the year and late summer to design and plan the professional learning plan for the teaching staff to center around pathway and post-secondary success for students.</p> <p>Compensation: 16 hours at \$38.50 per hour + 25% benefit costs = \$770.00 x 8 teachers = \$6,160.00 (Salary & Benefit Costs include)</p> | \$6,160.00 | 1120 | Teacher Salaries Stipends | | | Health & Bioscience |
| 335-8 | <p>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "The Farm" venue for staff to attend an Life Academy retreat at the beginning of the year to continue our work on vertical alignment and pathway integration to increase student engagement in courses and pathways programming. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students.</p> <p>Two days rental for August 1-2, 2023: \$2,500.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p> | \$2,500.00 | 5624 | Rentals - Facility | | | Health & Bioscience |
| 335-9 | <p>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "AirBNB" venue for staff to attend an Life Academy curriculum building and vertical alignment retreat to ensure stronger alignment to our Academy themes and to rebuild our 10th grade Defense project with the new Academy teachers. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students.</p> <p>Two days rental in FY 2023-24, for 7 teachers: \$5,000.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p> | \$5,000.00 | 5624 | Rentals - Facility | | | Health & Bioscience |

| | | | | | | | |
|--------|--|-------------|------|--|-------------|---------|---------------------|
| 335-10 | <p>Supplies & Materials: to purchase supplies and materials for our pathways classes.</p> <p>The supplies and materials are required to directly engage students in pathway aligned learning projects. This will include supplies and materials for students in healthcare and biotech pathways programming to work on industry experimental skills and procedure following, hands-on investigation and have the items needed so that they can practice the clinical skills they are learning through pathway programming.</p> | \$24,262.01 | 4310 | Supplies & Materials | | | Health & Bioscience |
| 335-11 | <p>Books Other-Than Textbooks:</p> <p>In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide this book to each student in the pathway. In addition to the core text, this expenditure will also support the purchasing of supplemental books to inform the unit (for example, if teaching Rebecca Skloot's The Immortal Life of Henrietta Lacks, this expenditure will not only provide copies of the book for all students, but may also provide the teacher with the literature guide for this book, several Spanish versions of the book, a graphic novel version of the book). 100% of pathways students will be engaged in this unit through their humanities class.</p> | \$4,000.00 | 4200 | Books Other-Than Textbooks | | | Health & Bioscience |
| 335-12 | <p>AudioBooks:</p> <p>In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide an Audio Book to the pathway students who may need to access the book via audiobook. 100% of pathways students will be engaged in this unit through their humanities class.</p> | \$1,000.45 | 4100 | AudioBooks | | | Health & Bioscience |
| 335-13 | <p>Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal, at .20 FTE.</p> <p>This expenditure will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation.</p> <p>PCN 6304 Alykhan Boolani (Salary and Benefit costs included)</p> | \$45,654.55 | 1305 | Supervisor, Administrative, Instruction Coaches Salaries | PRIN HS SML | .20 FTE | Health & Bioscience |

School Name: Life Academy of Health & Bioscience **Site #:** 335

Pathway Name(s): Health & Bioscience

School Description

Do you love science? Are you thinking of working in the medical field one day? Do you think you would do well at a small school with a family-like feel where all adults on campus know how to best support you? Then Life Academy is the school for you! Established in 2001, Life Academy is one of the last small public schools in OUSD for grades 6-12. Located in the San Antonio neighborhood, Life Academy provides students with a rigorous academic experience focused on Health and Bioscience. We aim to prepare students to become future health professionals and are committed to providing authentic learning experiences through summer programs, project-based learning, field trips, and an extensive internship program focused on health and science. At Life Academy, all 8th, 11th and 12th graders participate in an internship with a health and bioscience focus. Furthermore, we partner with the Peralta Colleges to provide a Medical Assisting program where students can earn an MA certificate and receive college credit. Our students find it very useful, as they can work as an MA and go to college at the same time. At the heart of our program, however, is Advisory. Every student is paired with an Advisor that they meet with twice a day. Advisors are the students' primary advocates on campus; they communicate with other teachers and make sure that parents are informed. Many students say that their Advisory is like family. It is this type of caring and loving community that we aim to create in order to ensure that our students are successful in their lives after Life. We are excited to welcome you into our Life Academy family!

School Mission and Vision

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

School Demographics % Current Newcomers

| | | | | | | | | | |
|---|--|-------------------|---------------------|-------------------|--------------------|----------------------|------------|----------------------|----------------|
| 2023-24 Total Enrollment Grades 9-12 | | | 258 | | | | | | |
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mid-Moderate | % SPED Severe |
| | 55.8% | 43.8% | 98.1% | 95.8% | 29.1% | 29.1% | 23.3% | | |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported |
| | 3.9% | | 1.9% | 93.4% | | | 0.4% | 0.4% | |
| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | | | | English Learner (EL) | | | |

SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this [Data Dictionary](#) for definitions of the Indicators.

| Whole School Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) |
|---|------------------------------|---------------------|--------------------------|---------------------|--------------------------|---------------------|-----------------------------------|
| Four-Year Cohort Graduation Rate | 91.5% | 96.8% | 91.5% | TBD | 92.0% | | 93.0% |
| Four-Year Cohort Dropout Rate | 5.1% | 3.2% | 4.0% | TBD | 4.0% | | 3.0% |
| A-G Completion Rate (12th Grade Graduates) | 83.3% | 36.7% | 85.0% | TBD | 90.0% | | 93.0% |
| On Track to Graduate - 9th Graders | 72.1% | 72.1% | 78.0% | 71.4% | 80.0% | | 80.0% |
| 9th Graders meeting A-G requirements | 72.1% | 72.1% | 80.0% | 72.6% | 80.0% | | 80.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 4.8% | 3.2% | 5.0% | TBD | 6.0% | | 10.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 50.8% | 62.9% | 35.0% | 61.5% | 40.0% | | 60.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 99.5% | 96.9% | 100.0% | 99.5% | 100.0% | | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 0.0% | 0.0% | | TBD | | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 16.7% | TBD | 17.0% | TBD | 18.0% | | 20.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 42.6% | TBD | 44.0% | TBD | 46.0% | | 50.0% |
| Focal Student Population Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) |
| Four-Year Cohort Graduation Rate | 75.0% | 93.3% | 91.5% | TBD | 92.0% | | 93.0% |
| Four-Year Cohort Dropout Rate | 25.0% | 6.7% | 4.0% | TBD | 4.0% | | 3.0% |
| A-G Completion - 12th Grade (12th Grade Graduates) | 50.0% | 18.2% | 85.0% | TBD | 90.0% | | 93.0% |
| On Track to Graduate - 9th Graders | 75.0% | 64.0% | 78.0% | 61.1% | 80.0% | | 80.0% |
| 9th Graders meeting A-G requirements | 75.0% | 64.0% | 80.0% | 61.1% | 80.0% | | 80.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 12.5% | 0.0% | 5.0% | TBD | 6.0% | | 8.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 25.0% | 16.7% | 28.0% | 46.7% | 35.0% | | 40.0% |

| | | | | | | | |
|---|--------|-------|--------|-------|--------|--|--------|
| Percentage of 10th-12th grade students in Linked Learning pathways | 100.0% | 95.7% | 100.0% | 98.3% | 100.0% | | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 0.0% | 0.0% | | TBD | | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | TBD | TBD | 17.0% | TBD | 18.0% | | 20.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 16.7% | TBD | 44.0% | TBD | 46.0% | | 50.0% |

ROOT CAUSE ANALYSIS
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

| Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i> | Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i> | Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i> |
|--|--|--|
| Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i> | 91.5% graduation rate is a school strength and 6.5 percentage points higher than the CA state average. This is representative of significant work on the part of the counseling and MTSS teams, as we meet with families of students who are off track and work to support them toward adjusting their mindset and behaviors so that they might work toward graduation. | 5.1% Drop out rate is a significant challenge. At a small school, where we have approximately 65 students in the senior class, we have the opportunity to ensure that every single student receives what they need to succeed toward a high school diploma. A barrier to this is the relative inexperience of our teaching staff. Due to a significant number of newer career teachers many teachers are working on the basics of structural practice and not able to offer a complex and rich experience for students, or differentiated supports for students. |
| A-G Completion - 12th Grade | 83.3% of our seniors graduate having completed A-G requirements and therefore are eligible to apply to a CSU/UC. | Of the seniors graduating without A-G completeness, a large percentage of those seniors have IEPs that include credit reductions. This complicates our ability to ensure that they have completed A-G requirements. It highlights a major challenge for us: we need to figure out how to create the conditions and implement the strategies to ensure that our student with IEPs are able to access A-G readiness. |
| On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i> | 77%-79% of our 9th graders are meeting A-G and are considered on track to graduate from high school. We have held relatively steady in this indicator, so no specific improvements have been made. | A significant challenge for us is bridging the gaps with the students and families who are new to the Life community in the 9th grade. We have strong connections with our middle school students that continue, we need to figure out or unlock how to ensure that the new folks in our community are held. It is these new students, who we do not yet know well, who tend to be off track in 9th grade. |
| College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i> | 59.3% of Life Academy's students are leaving Life and pursuing some form of post secondary education. Post pandemic we have seen a dip in this percentage. | Because of the pandemic experience, the future feels less stable for kids than it once did. It is not something taken for granted. Therefore, kids are less engaged and committed to deepening the learning experience as it relates to post secondary dreams and plans. People's dreams, educators and students alike, have been irrevocably altered. We must hold a steady and kind course, supporting students in regaining the ground lost during distance learning (social emotionally and academically). |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 4.8% is an inaccurate reflection of the number of students participating in these experiences. A celebration in this area is the rebooting of our internship program post -COVID. We have a thriving partnership with HEAL/Highland Hospital through which 35 students have gained exposure to health careers through hands-on experiences such as shadowing doctors, nurses, and other clinicians; skills workshops; seminars; and field trips. | A challenge for us is to accurately enter the information about our students internship experiences in to Aeries so that we have actual reflection that is representative of the students participating in these experiences. |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | 42.9% A strength is that 56% of students in 11-12 grade at Life take dual enrollment courses. It is an important opportunity for students to engage in and for the majority of students, it prepares them for the rigors of college. | This year specifically, we found that courses held virtually were not successful. We are pivoting to offer only DE courses that are held at least partly in person. |
| Percentage of 10th-12th grade students in Linked Learning pathways | All of our students are enrolled in the Linked Learning pathway. As a small school this pathway is "wall to wall" and involves all students in grades 9-12. | Our charge is to ensure that students who enter Life Academy through our middle school are engaged in health and bioscience and through these engagement opportunities become genuinely interested in the sciences |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | We do not currently have a CTE program. | In the field of biotech and health care it has proven exceedingly challenging to find CTE teachers. This is likely due to the significant pay gap between the fields of education and healthcare/biotech. |

PATHWAY QUALITY ASSESSMENT

| <i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i> | Evidence of Strengths | Areas For Growth | Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i> |
|--|--|---|---|
| Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation | <ul style="list-style-type: none"> - All 9th graders are invited to explore the sub-pathway options (healthcare, public health, biotechnology) and apply in the spring of 9th grade. There are no admission requirements other than a quality application - We maintain a full cohort structure 9-12 which allows for equitable, non-tracked academic experience. - We offer a variety of Dual Enrollment courses as early as 10th grade | <ul style="list-style-type: none"> - The Life Academy Advisory Board has struggled to revamp post COVID, limiting our input and validation from our partners - With the significant turn over in teachers during and after the pandemic, we have also lost traction in some of our more robust curriculum and assessments. A major growth area is to work toward alignment and to re-establish the Defenses as public demonstrations of student learning. | <ul style="list-style-type: none"> - Ensuring the smooth adoption of an aligned High School ELA curriculum is a next step that we are looking forward to embracing. - Moving back toward having all teachers of Humanities do one unit based around a book that is directly linked to our pathway theme is a clear next step - Continuing the strong coaching work we have with all teachers to ensure that teaching and learning is a central and supported focus of Life Academy. |
| Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness | <ul style="list-style-type: none"> - Life has re-established our internship class and student internship expectations in the post-COVID era - 100% of Life's juniors and seniors are either engaged in an internship or taking a Dual Enrollment class, or in the case of 60% of our students, both. - We have hired a Work Based Learning Coordinator to support in re-establishing our relationships with internship partners and ensuring that students have access to internship opportunities and work based learning outside of Life. | <ul style="list-style-type: none"> - With the teacher turnover post COVID we have struggled to identify the teacher who is passionate about holding internship class and will take this on with the alacrity that it deserves. - We have had limited conversations with many of our internship partners and we need to be in more continuous communication with them.. | <ul style="list-style-type: none"> - Our Community School Manager will take on a more active role in supporting internship classes. The CSM will convene the internship team (teachers, work based learning coordinator, counselor) and facilitate 2x monthly meetings to ensure we are progressing toward our ambitious goals. The CSM, with the work based learning coordinator, will manage the onboarding meetings for new partners and will visit 80% of our internship sites within the 23-24 school year. |
| Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation | <ul style="list-style-type: none"> - Our school counselor is very skilled at ensuring students are aware of their transcripts and their post-secondary plans. - Our sub-pathways are strongly driven by student leadership -- students lead the way for events, and development of pathway projects and workshops. - Our advisory program provides protected space 4 days/week for social emotional growth and development - Students have access to a strong cadre of mental health specialists and supports - Our MTSS systems are rooted in Restorative practices and seek to take a humanizing path with students | <ul style="list-style-type: none"> - We could do more to offer the individualized academic support that our students need and require, especially when it comes to literacy development and math proficiency. - Social emotional skill development is inconsistent in advisory spaces -- there is much training to do for advisors to become proficient in teaching students social-emotional skills. | <ul style="list-style-type: none"> - Individualized academic supports are a huge priority for us, especially with younger students who have skill gaps in literacy and math. We want to build a more robust program to support students who have not yet demonstrated mastery around key standards in literacy and math. |

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals

*Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*

| | |
|----------------------------|--|
| Goal #1: By 2026 | By 2026 all humanities classes will have a unit dedicated to a text that is aligned with our pathway themes (healthcare, public health, bioscience/technology). This unit will engage students in the topics and themes within this pathway through a close examination of the text, strengthening both student ELA skills at the same time that students are deepening their understanding of the pathway themes. Students will be surveyed before the unit and after the unit to measure student growth in familiarity with the pathway topics. The student responses will be analyzed by the high school team once per year and the data will be used to inform improvements in the units. |
| Goal #2: By 2026 | By 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. For those enrolled in internships and work based learning opportunities, students will reflect on their learnings and growth related to their internship through pre, during and post surveys held in the internship class. This data will be used to modify our program and ensure that internship placement sites are high quality. |
| Goal #3: By 2026 | By 2026, all students will be prepared to take higher level math courses (AP Calc, AP Stats, or Dual Enrollment Calc/Stats) by senior year. As a health and bioscience pathway school, we want to ensure that students are adequately prepared to pursue higher level science courses, as well as access grade level science work in their upper science level courses (physics and chemistry). This requires mastery of Algebra I and Algebra II, at least. We seek to achieve this mastery by creating a course sequence that will allow for upper level math access (e.g., double math courses in 10th or 11th grade), as well as addressing our students foundational math skill gaps. We seek to address these foundational math skill gaps by investing in an assessment system through Renaissance Education (STAR Assessments) and integrating its corresponding intervention program (Freckle) into our classes, grades 6-9. We will closely track units of study across lower level math courses for the next few years to ensure mastery of the foundational concepts that students will need to be on track to enter senior year prepared for higher level math courses. |

Pathway Strategic Actions

Strategic Actions for 2023-24
 What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

| | |
|--------------------------------------|--|
| Strategic Actions for Goal #1 | By June 2023 Humanities department will collectively discuss potential texts that meet the criteria outlined in the goal. Each grade level will select a text. |
| | By Fall 2023 Humanities teachers, with support from their coaches, school leaders, and a lead humanities teacher will build out an ELA standards aligned unit that also has a strong bend toward the themes and topics of the pathway (healthcare, public health, bioscience/technology). The unit plans will use the Understanding By Design framework and will be evaluated by coaches and school leaders upon their completion. |
| | In the 23-24 school year 50% of the high school Humanities teachers will teach the pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit. |
| | In the 24-25 school year 100% of high school Humanities teachers will teach these pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit. |
| | By June 2025 student assessment data from the units will be analyzed and adjustments made to the units for 100% implementation in 25-26. |
| Strategic Actions for Goal #2 | By fall 2023 we will have hired (or selected from our current staff) an internship teacher who is dedicated to supporting the growth/development of our internship program and who has the innovative mindset needed to ensure that this program, over the next 3 years, returns to its thriving pre-pandemic state. |
| | By fall 2023 we will have an internship team in place. This team will include the internship teacher, the HEAL/Medical Assisting teachers, the Work Based Learning Coordinator, the Community School Manager and a co-principal and will meet monthly to assess the efficacy of the class, the curricular pieces and to assess internship placements for students. |
| | By September 31, 2024 all students in the internship class will have a resume and cover letter and will have applied to at least 2 internship programs/work based learning opportunities. 100% of students in the internship class will all show mastery of professional email communication |
| | In 2024-25, 75% of students in the junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly. |
| | In 2025-26, 100% of students in their junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly. |
| Strategic Actions for Goal #3 | By Fall 2023, all students in grades 9 - 12 will have completed a Renaissance STAR math assessment to determine specific gaps in their math skills. By Winter 2023/24, teachers will be trained and proficient in utilizing Renaissance Freckle programming to integrate intervention strategies (spiraling, individualized practice modules) to fill in gaps in math skills for students. Students will take this assessment again the spring of 2024 to track progress and growth. |
| | In Fall 2023, Clare Green (instructional coach) will train/support math teachers on interpretation of assessment data, use of intervention programming, and spiraling skills for intervention into daily lesson plans. |
| | In Fall 2023, the math department will attend a special "alignment" retreat to ensure that they are trained on and aligned around the use of assessment data and intervention programming. |

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

| BUDGET JUSTIFICATION | | | | | | |
|--|--|--|-------------|--------------------|------------------------------------|-------------------------------------|
| For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . | | | | | | |
| - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. | | | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE |
| - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) | | | | | | FTE |
| We encourage you to refer to this list of OUSD's Object Codes , if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i> | | | | | | PATHWAY NAME (if applicable) |
| Pupil Support Salaries / Counselor: Hire a Counselor, at .10 FTE. The Counselor will ensure that Life Academy has a full time college and career counselor to serve our students. This expenditure allows for a specific portion of the counselor's duties to be dedicated to internship and work based learning support, pathways activities, dual enrollment pathways support, ensuring that all students who are off track have a 1:1 meeting with their school counselor to explore options for making up needed credits. This specific expenditure impacts 100% of the students in our pathway programming and serves to move us toward our 3 year goal, specifically in the realm of bolstering our internship program and supporting a strong internship team to rebuild this essential element of our school post-COVID. PCN 1793 Rodrigo Sandoval (Salary and Benefit costs included) | | | \$11,809.68 | 1205 | Pupil Support Salaries / Counselor | Counselor |
| | | | | | | .10 FTE |
| | | | | | | Health & Bioscience |

| | | | | | | |
|---|-------------|------|--------------------------------------|--------------|---------|---------------------|
| <p>Teacher Salaries: Hire an Internship Teacher, at .40 FTE. The Internship Teacher will ensure that all juniors have an internship class (2 sections will be taught.) In the internship class students are supported in learning the professional skills needed to engage in internships, work based learning and job shadowing experiences, and supported in finding and applying to their internship sites. These skills (resume and cover letter writing, professional email skills, interview skills, etc) will prepare students for success in their internships and the course will also provide one on one direct support to students as they research, apply for and interview for opportunities. Finally, the course will hold the reflection process for students so that they can internalize the new skills they have developed through their internships, work based learning and job shadowing experiences. By 2025 this will impact 100% of our juniors. PCN 2663 Alice Cheng (Salary and Benefit costs included)</p> | \$33,044.47 | 1105 | Teacher Salaries | TCHR STR ENG | .40 FTE | Health & Bioscience |
| <p>Teacher on Special Assignment School: Hire a TSA 11 month, at .30 FTE. Clare Green, instructional coach for pathways. This specific expenditure will ensure that Life Academy has an instructional coach/leader that is dedicated to supporting our growth in goals #1 (humanities integration of pathway themes and texts) and #3 (student prepared to take higher level math courses). 30% of this coach's time will be dedicated to supporting the implementation of these action steps toward strengthening out pathway alignment in humanities and the strength of our math program. This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts and opportunities in math courses that will address skill gaps, promote mastery and prepare students for upper level math courses (which are prerequisite for careers in healthcare and biotechnology). PCN 6895 Clare Green (Salary and Benefit costs included)</p> | \$42,905.73 | 1119 | Teacher on Special Assignment School | TSA Class 11 | .30 FTE | Health & Bioscience |
| <p>Teacher Salaries: Hire an 11th Grade Humanities Teacher, at .20 FTE. This expenditure will ensure that Life Academy has a specific humanities instructor who would spend a dedicated part his day towards supporting our growth in goals #1 (humanities integration of pathway themes and texts). 20% of this teacher's time will be dedicated to researching, designing, and implementing curriculum that explicitly connects humanities and science through texts like <i>The Immortal Life of Henrietta Lacks</i> (for example). This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts that deepen our students' interdisciplinary skills and prepare them for a balanced and contextualized study of health and bioscience. PCN 7927 Jose Gil (Salary and Benefit costs included)</p> | \$16,233.11 | 1105 | Teacher Salaries | TCHR STR ENG | .20 FTE | Health & Bioscience |
| <p>Clerical Salaries Overtime: ET/OT for Classified Support Staff to take on additional work streams in order to re-establish the Life Academy pathway internship program. Duties included: organize and facilitate pathway specific field trips, events, public speakers/panels, and support the conferences linked to our three Academy themes (health care, biotech, public health). Organize and facilitate family meetings each marking period for students who are off track to identify additional support services needed to ensure student success. These services will impact all students in grades 10th-12th grades and increase student engagement as they are directly related to providing ample opportunities for students to have hands-on, outside of school experiences related to their areas of interest and passion. Salary and Benefits costs included)</p> | \$10,000.00 | 2425 | Clerical Salaries Overtime | | | Health & Bioscience |
| <p>Bus Passes: to purchase AC Transit and/or BART Tickets to provide transportation for specific pathway health-related job shadowing, field trips, pathway aligned college visits, etc.</p> | \$6,530.00 | 5820 | Bus Passes | | | Health & Bioscience |
| <p>Teacher Salaries Stipends: Extended Contracts for 8 Instructional Leadership Teachers/Staff to attend 2 extra days of professional development work. The 2 extra days will be at the beginning of the year and late summer to design and plan the professional learning plan for the teaching staff to center around pathway and post-secondary success for students. Compensation: 16 hours at \$38.50 per hour + 25% benefit costs = \$770.00 x 8 teachers = \$6,160.00 (Salary & Benefit Costs include)</p> | \$6,160.00 | 1120 | Teacher Salaries Stipends | | | Health & Bioscience |

| | | | | | | |
|--|-------------|------|--|-------------|---------|---------------------|
| <p>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "The Farm" venue for staff to attend an Life Academy retreat at the beginning of the year to continue our work on vertical alignment and pathway integration to increase student engagement in courses and pathways programming. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental for August 1-2, 2023: \$2,500.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p> | \$2,500.00 | 5624 | Rentals - Facility | | | Health & Bioscience |
| <p>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "AirBNB" venue for staff to attend an Life Academy curriculum building and vertical alignment retreat to ensure stronger alignment to our Academy themes and to rebuild our 10th grade Defense project with the new Academy teachers. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental in FY 2023-24, for 7 teachers: \$5,000.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p> | \$5,000.00 | 5624 | Rentals - Facility | | | Health & Bioscience |
| <p>Supplies & Materials: to purchase supplies and materials for our pathways classes. The supplies and materials are required to directly engage students in pathway aligned learning projects. This will include supplies and materials for students in healthcare and biotech pathways programming to work on industry experimental skills and procedure following, hands-on investigation and have the items needed so that they can practice the clinical skills they are learning through pathway programming.</p> | \$24,262.01 | 4310 | Supplies & Materials | | | Health & Bioscience |
| <p>Books Other-Than Textbooks: In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide this book to each student in the pathway. In addition to the core text, this expenditure will also support the purchasing of supplemental books to inform the unit (for example, if teaching Rebecca Skloot's The Immortal Life of Henrietta Lacks, this expenditure will not only provide copies of the book for all students, but may also provide the teacher with the literature guide for this book, several Spanish versions of the book, a graphic novel version of the book). 100% of pathways students will be engaged in this unit through their humanities class.</p> | \$4,000.00 | 4200 | Books Other-Than Textbooks | | | Health & Bioscience |
| <p>AudioBooks: In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide an Audio Book to the pathway students who may need to access the book via audiobook. 100% of pathways students will be engaged in this unit through their humanities class.</p> | \$1,000.45 | 4100 | AudioBooks | | | Health & Bioscience |
| <p>Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal, at .20 FTE. This expenditure will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation. PCN 6304 Alykhan Boolani (Salary and Benefit costs included)</p> | \$45,654.55 | 1305 | Supervisor, Administrative, Instruction Coaches Salaries | PRIN HS SML | .20 FTE | Health & Bioscience |

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal

Check in on 3-Year Goals

For each 3-year goal, answer:

-To what extent is the pathway on track for accomplishing this goal by 2026?

-What has supported or hindered progress towards each goal this year?

| | |
|---|--|
| <p>By 2026 all humanities classes will have a unit dedicated to a text that is aligned with our pathway themes (healthcare, public health, bioscience/technology). This unit will engage students in the topics and themes within this pathway through a close examination of the text, strengthening both student ELA skills at the same time that students are deepening their understanding of the pathway themes. Students will be surveyed before the unit and after the unit to measure student growth in familiarity with the pathway topics. The student responses will be analyzed by the high school team once per year and the data will be used to inform improvements in the units.</p> | <p>We are on track to meet this goal by 2026. Now, in spring 2024, we are half way toward this goal, and within that half we are striving for quality and refinement. In 2023-24 we added 4 sections of a course called "Science Reading" in grades 9-10 for students who do not need reading intervention. In this course, students focus on the themes of our Academy through reading non-fiction texts about public health, biotech and healthcare. Students are therefore exposed to deeper thinking, discourse and writing about these themes, including a major research project on a theme of their choice.</p> <p>Students in these four sections were surveyed at the beginning of the course about their familiarity with these pathway themes and they will be surveyed again in April to measure growth in familiarity. The team will then analyze the results to make improvement in text choice, learning processes and assessments.</p> <p>In preparation for 2024-2025 our 9th grade team has designed an integrated unit around The Immortal Life of Henrietta Lacks, a text that brings together all three of our pathway themes. In preparation for 2024-2025 our 10th grade team is designed an integrated unit about diagnosing difficult diseases. In 11th grade we will do a similar unit, based around a text that has not yet been determined (as of March). In 12th grade 2024-2025 students will engage in an pathway themed unit in their humanities class based around the text The Spirit Catches You and You Fall Down, addressing cultural miscommunication in the American healthcare system.</p> |
| <p>By 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. For those enrolled in internships and work based learning opportunities, students will reflect on their learnings and growth related to their internship through pre, during and post surveys held in the internship class. This data will be used to modify our program and ensure that internship placement sites are high quality.</p> | <p>We are on track to meet this goal by 2026. In 2024-2025 we were able to re-establish a strong internship program with two teachers holding a section each of the course, on for the Highland specific internship cohort, and one for the students enrolled in a variety of other internship programs. 80% of our juniors were successfully enrolled in offsite internships this year. The other 20% of students were engaged in on site internship style experiences (with the afterschool program, for example) to approximate an internship, although these were not as high quality as the offsite experiences.</p> <p>Continuing to build out and develop the internship program remains a focus for us. This year we have benefitted from a part time work-based learning coordinator who has increased the number of applicants to programs (school year internship, work-based learning and summer programs) through direct support to both students and families. This work has supported students in grades 9-12. The work-based learning coordinator, the co-principal over the Academy, the Community School Manager and the internship teacher meet in twice monthly collaborations.</p> |
| <p>By 2026, all students will be prepared to take higher level math courses (AP Calc, AP Stats, or Dual Enrollment Calc/Stats) by senior year. As a health and bioscience pathway school, we want to ensure that students are adequately prepared to pursue higher level science courses, as well as access grade level science work in their upper science level courses (physics and chemistry). This requires mastery of Algebra I and Algebra II, at least. We seek to achieve this mastery by creating a course sequence that will allow for upper level math access (e.g., double math courses in 10th or 11th grade), as well as addressing our students foundational math skill gaps. We seek to address these foundational math skill gaps by investing in an assessment system through Renaissance Education (STAR Assessments) and integrating its corresponding intervention program (Freckle) into our classes, grades 6-9. We will closely track units of study across lower level math courses for the next few years to ensure mastery of the foundational concepts that students will need to be on track to enter senior year prepared for higher level math courses.</p> | <p>With dwindling resources we are furthest from realizing this vision. In 2023-24 we were able to add an additional math teacher to our staff whose focus was on supporting students with significant skill gaps. We had to eliminate this position for the coming school year (24-25) and our total math teaching staff in the high school will be 2.5, which is a small team with which to achieve this goal of double math in order to support progress toward upper level math. However, we have made progress on addressing our students' foundational math skill gaps through a new assessment and computer adaptive personalized learning platform (Renaissance Education STAR Assessments and the corresponding intervention program, Freckle) into our classes, grades 6-11. We also have an excellent Algebra 1 teacher who has significantly improved our student mastery of the foundation work of high school math. Despite these gains, we do not have the staffing to offer the number of math classes needed to reach this goal while still remaining in contract.</p> <p>Of course, upper level sciences are reliant on mastery of upper level math, and so our school's mission, to support students in preparation for careers in healthcare, rely on student access to math courses. One approach that we have historically used, is to hold dual enrollment courses at our site for upper level math, including college level statistics and calculus. As our students become more developed as mathematicians, this may again become a strong option for supporting upper level math mastery at our site.</p> |

Pathway Strategic Actions Reflection

| | |
|---|--|
| <p>2023-2024 Strategic Actions</p> | <p>Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p> |
|---|--|

| | | |
|---|--|--|
| <p>23-24 Strategic Actions for Goal #1</p> | <p>By June 2023 Humanities department will collectively discuss potential texts that meet the criteria outlined in the goal. Each grade level will select a text.</p> <p>By Fall 2023 Humanities teachers, with support from their coaches, school leaders, and a lead humanities teacher will build out an ELA standards aligned unit that also has a strong bend toward the themes and topics of the pathway (healthcare, public health, bioscience/technology). The unit plans will use the Understanding By Design framework and will be evaluated by coaches and school leaders upon their completion.</p> <p>In the 23-24 school year 50% of the high school Humanities teachers will teach the pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.</p> <p>In the 24-25 school year 100% of high school Humanities teachers will teach these pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.</p> <p>By June 2025 student assessment data from the units will be analyzed and adjustments made to the units for 100% implementation in 25-26.</p> | <p>We are on track to meet goal #1 by 2026, although we have not followed these timelines offered in these strategic actions.</p> <ul style="list-style-type: none"> •All teachers in all content areas are using interim assessments three times a year. These assessments are generated by departments and scored collectively, with analysis done as a team. Patterns around unfinished learning, based on data analysis, are addressed by the departments and lessons are collaboratively developed to do so. •We have integrated texts in grades 9-10, we have an identified text in grade 12, and still need to identify a text for grade 11. •Our Senior Capstones are 100% related to our Academy themes, and students are engaging with a variety of topic-specific texts accordingly, we do not have a single pathway specific text integrated into grade twelve's humanities course. <p>In order to meet the goal by 2026 we need to</p> <ul style="list-style-type: none"> •Engage new incoming 11 grade humanities teacher in selecting a text and creating a UBD plan for this text over the 2024 summer. •Continued support of all humanities teachers in developing / refining strong curriculum for these pathways aligned units <p>One reason for our lack of alignment to the proposed timeline is teacher buy in and turn over. In 2024-2025 we had 2 teachers in upper grades humanities who were on their way out and not interested in developing new unit or piloting new approaches. Recently, our Academy team did attend a workshop at the CPA conference about increasing buy in to the Academy and we look forward to implementing some of these ideas in the coming months and new school year.</p> |
|---|--|--|

| | | |
|-------------------------------------|---|--|
| 23-24 Strategic Actions for Goal #2 | By fall 2023 we will have hired (or selected from our current staff) an internship teacher who is dedicated to supporting the growth/development of our internship program and who has the innovative mindset needed to ensure that this program, over the next 3 years, returns to its thriving pre-pandemic state. | We are on track to meet (or have met) all of the strategic actions toward this goal. We have 2 dedicated teachers for internship class and over 75% of our juniors successfully engaged in offsite internships. |
| | By fall 2023 we will have an internship team in place. This team will include the internship teacher, the HEAL/Medical Assisting teachers, the Work Based Learning Coordinator, the Community School Manager and a co-principal who meet twice monthly to assess the efficacy of the class, the curricular pieces and to assess internship placements for students. | We will have an internship team in place. This team will include the internship teacher, the HEAL/Medical Assisting teachers, the Work Based Learning Coordinator, the Community School Manager and a co-principal who meet twice monthly to assess the efficacy of the class, the curricular pieces and to assess internship placements for students. |
| | By September 31, 2024 all students in the internship class will have a resume and cover letter and will have applied to at least 2 internship programs/work based learning opportunities. 100% of students in the internship class will all show mastery of professional email communication | Our processes for surveying students about their experiences should be improved in the coming year so that we can gather helpful information and shift our programming based on it. We have gathered information this year, and will continue to do so, but it is less actionable than is ideal and so we will refine our data collection processes. |
| | In 2024-25, 75% of students in the junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly. | Our goals for the curriculum of the Internship class are still in need of support. For example, the strategic action around students showing mastery of professional email communication is one that we have worked on. However, curricularly, we need to continue to refine and expand our approaches to teaching professional communication in a more embedded manner. Meaning, this work should not be held singularly in our internship class, but should be more of a whole Academy approach. |
| | In 2025-26, 100% of students in their junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly. | |

| | | |
|-------------------------------------|--|---|
| 23-24 Strategic Actions for Goal #3 | By Fall 2023, all students in grades 9 - 12 will have completed a Renaissance STAR math assessment to determine specific gaps in their math skills. By Winter 2023/24, teachers will be trained and proficient in utilizing Renaissance Freckle programming to integrate intervention strategies (spiraling, individualized practice modules) to fill in gaps in math skills for students. Students will take this assessment again the spring of 2024 to track progress and growth. | All students in grades 6-12 have complete the Renaissance STAR math assessment in fall and winter, to determine specific gaps in their math skills. By Winter 2023/24, all Life math teachers were trained and proficient in utilizing Renaissance Freckle programming to integrate intervention strategies (spiraling, individualized practice modules) to fill in gaps in math skills for students. We are on track for all students to take this assessment again the spring of 2024 to track progress and growth. |
| | In Fall 2023, Clare Green (instructional coach) will train/support math teachers on interpretation of assessment data, use of intervention programming, and spiraling skills for intervention into daily lesson plans. | Not all math teachers are completely prepared to interpret assessment data or use intervention programming independent of coaching support, nor are they prepared to independently spiral skills for intervention into daily lesson plans. However, 3/5 teachers are able to do these things independently, and we are able to position an instructional coach to continue to support the 2/5 who need continued direct support toward this goal. |
| | In Fall 2023, the math department will attend a special "alignment" retreat to ensure that they are trained on and aligned around the use of assessment data and intervention programming. | Although we were unable to make a specific retreat happen, and this would provide positive net benefit, we have been able to gain significant traction in the math department through our focus on the problem of practice and strong department facilitation. |

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions

Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

| | | | |
|---------------------|---|--|--|
| Goal #1: By 2026 | By 2026 all humanities classes will have a unit dedicated to a text that is aligned with our pathway themes (healthcare, public health, bioscience/technology). This unit will engage students in the topics and themes within this pathway through a close examination of the text, strengthening both student ELA skills at the same time that students are deepening their understanding of the pathway themes. Students will be surveyed before the unit and after the unit to measure student growth in familiarity with the pathway topics. The student responses will be analyzed by the high school team once per year and the data will be used to inform improvements in the units. | New or Revised Strategic Actions for Goal #1 | By June 2024 grades 9 and 10 Humanities will both have integrated units based around a text (or texts) that introduce our students to the themes of the Academy. The Immortal Life Henrietta Lacks in 9th grade Humanities/Health & Bioscience and Every Patient Tells A Story in 10th grade Physiology/Science Reading. |
| | | | By June 2024 the new teacher of 11th grade Humanities will have been engaged in a process to identify a text that aligns with the themes of the Academy (although this may not be taught until 2025-2026). |
| Goal #2: | By 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. For those enrolled in internships and work based learning opportunities, students will reflect on their learnings and growth related to their internship through pre, during and post surveys held in the internship class. This data will be used to modify our program and ensure that internship placement sites are high quality. | New or Revised Strategic Actions | In the 24-25 school year 50% of the high school Humanities teachers will teach the pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit. |
| | | | In the 2024-2025 school year, student engagement with the themes of the pathway outside of their science classes will increase. This will be measured by our early student culture survey. Our February 2024 survey indicated that 95% of students believe that our pathway programming provides opportunities to learn new, exciting things. We will work to maintain this high rating and our next round of survey data will require more specific responses from students so as to continue to refine programming in a responsive way. |
| | | | In 2024-25, 75% of students in the junior year will have high quality internships. In 2025-26, 100% of students in their junior year will have high quality internships |
| | | | In 2024-2025 we will add 2-4 new high quality internship or work based learning sites related to biotechnology/bioscience so that a minimum of 8 students can have off site experiences related these industries. |

| | | | |
|----------------------------|--|---|--|
| By 2026 | | Strategic Actions for Goal #2 | In 2024-2025, our Internship Team will continue to meet twice monthly to build the capacity of our internship program, problem solve emerging issues and to ensure administrative alignment. Among team members, we will visit 100% of internship sites during the school year. |
| Goal #3: By 2026 | By 2026, all students will be prepared to take higher level math courses (AP Calc, AP Stats, or Dual Enrollment Calc/Stats) by senior year. As a health and bioscience pathway school, we want to ensure that students are adequately prepared to pursue higher level science courses, as well as access grade level science work in their upper science level courses (physics and chemistry). This requires mastery of Algebra I and Algebra II, at least. We seek to achieve this mastery by creating a course sequence that will allow for upper level math access (e.g., double math courses in 10th or 11th grade), as well as addressing our students foundational math skill gaps. We seek to address these foundational math skill gaps by investing in an assessment system through Renaissance Education (STAR Assessments) and integrating its corresponding intervention program (Freckle) into our classes, grades 6-9. We will closely track units of study across lower level math courses for the next few years to ensure mastery of the foundational concepts that students will need to be on track to enter senior year prepared for higher level math courses. | New or Revised Strategic Actions for Goal #3 | <p>Continued use of Freckle as a personalized learning platform for students to support students in practicing skill sets and completing unfinished learning in foundational math. Continued use of the Renaissance STAR math assessment to support teachers in identifying areas of needed support for lesson and classroom design. Emphasis on building data-driven culture amongst students -- getting them invested in their own "data story" of growth.</p> <p>In Fall 2024, the math department will attend a special "alignment" retreat to look at assessment results to establish intervention programming processes, or course corrections for the first semester. This will be an opportunity for all members of the math team to build their instructional skills and classroom design skills in order to meet the emerging needs to their students.</p> <p>Developing a collective, strategic math vision in line with the vision of our pathway. This includes bringing together a diverse set of stakeholders (teachers of all subject areas, school leaders, students, and families) to build out a common vision for math culture and instruction at Life Academy. This will lead to the creation of a "math cadre," a group who will take that vision and set benchmarks to be followed by all math educators.</p> <p>Developing a stronger math culture at Life Academy, that includes regular "cultural" events to bring math into focus as a central part of the academic experience. This includes programming family/cultural math nights, and organizing student math townhalls and competitions throughout the year.</p> <p>Continued strong facilitation of the math department -- we have a strong department leader who is dedicated to carrying through our vision for stronger math culture and instruction for many years. We will continue to invest in their development as a math instructor as well as an instructional leader.</p> |

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

| <p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i> | Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i> |
|---|-------------|-------------|--|----------------|----------|------------------------------|---|--|
| <p>Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal, at .20 FTE. This expenditure will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation. PCN 6304 Alykhan Boolani (Salary and Benefit costs included)</p> | \$43,770.86 | 1305 | Supervisor, Administrative, Instruction Coaches Salaries | PRIN HS SML | 0.20 FTE | Health & Bioscience | Approved | |

| | | | | | | | |
|--|-------------|------|--|---------------|-----|---------------------|----------|
| <p>Hire 1 Pathway Coach, at .50 FTE to work at Life Academy. The Pathway Coach will support the alignment of the pathway to the 2023-26 College and Career for All and Linked Learning Quality Standards. Additional duties include: increasing the instructional capacity of pathway team to build quality collaboration that focuses on the instructional core and 3 domains of Linked Learning; and addressing systemic solutions on site and at the district level that support continued pathway development. This is a full-time position that is split-funded with other resources including 0.25 FTE of central Measure H and 0.25 FTE of grant funding (CTEIG). PCN 10309 - C. Green (Salary & Benefit Costs Included)</p> | \$83,090.51 | 2305 | Supervisor, Administrative, Instruction Coaches Salaries | Pathway Coach | 0.5 | Health & Bioscience | Approved |
| <p>Hire a CTE Teacher at .1 FTE for a total 0.2 FTE to teach CTE Introduction to Mental and Behavioral Health (course 7960) This introductory course is designed to provide students the necessary foundational technical skills of Health Sciences. Students will be introduced to the requirements of working in mental and behavioral health occupations, understanding, diagnosis and treatment of an individual's emotional, psychological, and social aspect of maintaining and or achieving wellness. This position will impact 30 of our Pathway students in grades 11-12. The remaining 0.1 FTE is funded in row 136 of the 24-25 Whole School tab.</p> <p>New Hire, PCN TBD (Salary and benefit cost included)</p> | \$12,500.00 | 1105 | Teacher Salary | CTE Teacher | 0.1 | Health & Bioscience | Approved |
| <p>Teacher Salaries Stipends: Extended Contracts to pay Science Academy Teachers to strengthen the pathway integrated curriculum in the following places: Biology/Humanities 9, Chemistry/Humanities 10, Science Reading 9 and Health & Bioscience, Science Reading 10 and Chemistry, Science Reading 10 and Physiology, Physics/Humanities 11. Grades 9-11 directly impacted, a total of 190 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)</p> | \$8,662.50 | 1120 | Teacher Salary Stipends | None | | Health & Bioscience | Approved |
| <p>Teacher Salaries Stipends: Extended Contracts to pay Math Academy Teachers to create integrated and pathway aligned curriculum with science teachers, specifically 1 integrated project per semester. Grades 9-11 directly impacted, a total of 195 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)</p> | \$8,662.50 | 1120 | Teacher Salary Stipends | None | | Health & Bioscience | Approved |
| <p>Teacher Salaries Stipends: Extended Contracts to pay Humanities Academy Teachers to meet and plan throughout the school year. Their pathway aligned objective is in support of Strategic Goal #1 (integration of pathway themed text/unit in all grades 9-12). Grades 9-12 directly impacted, a total of 260 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)</p> | \$8,662.50 | 1120 | Teacher Salary Stipends | None | | Health & Bioscience | Approved |
| <p>Teacher Salaries Stipends: Extended Contracts for 8 Instructional Leadership Teachers/Staff to attend 2 extra days of professional development work. The 2 extra days will be at the beginning of the year and late summer to design and plan the professional learning plan for the teaching staff to center around pathway and post-secondary success for students. Compensation: 16 hours at \$38.50 per hour + 25% benefit costs = \$770.00 x 8 teachers = \$6,160.00 (Salary & Benefit Costs include)*</p> | \$6,160.00 | 1120 | Teacher Salary Stipends | None | | Health & Bioscience | Approved |
| <p>Professional Contracted Bus Services: Charter bus rentals for pathway students to attend College and Career Exploration visits or trips to explore pathways themes outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. Also to explore college programs in biotech, public health and healthcare, including college and university programs in pre-medical fields. This allocation will impact 100% of pathway students.</p> | \$16,301.13 | 5826 | Professional Contracted Bus Services | None | | Health & Bioscience | Approved |
| <p>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of a venue for staff to attend a Life Academy curriculum building and vertical alignment retreat to ensure stronger alignment to our Academy themes and to rebuild our 10th grade Defense project with the new Academy teachers. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental in FY 2024-25, for 7 teachers: \$5,000.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p> | \$5,000.00 | 5220 | Rental Facility | None | | Health & Bioscience | Approved |

| | | | | | | | | |
|--|------------|------|----------------------------|------|--|---------------------|----------|------------------------|
| <p>Supplies & Materials: to purchase supplies and materials for our pathways classes. The supplies and materials are required to directly engage students in pathway aligned learning projects. This will include supplies and materials for students in healthcare and biotech pathways programming to work on industry experimental skills and procedure following, hands-on investigation and have the items needed so that they can practice the clinical skills they are learning through pathway programming.</p> | \$1,500.00 | 4310 | Supplies & Materials | None | | Health & Bioscience | | Conditionally Approved |
| <p>Books - other than Textbooks: In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide this book to each student in the pathway. In addition to the core text, this expenditure will also support the purchasing of supplemental books to inform the unit (for example, if teaching Rebecca Skloot's The Immortal Life of Henrietta Lacks, this expenditure will not only provide copies of the book for all students, but may also provide the teacher with the literature guide for this book, several Spanish versions of the book, a graphic novel version of the book). 100% of pathways students will be engaged in this unit through their humanities class.</p> | \$2,000.00 | 4200 | Books Other Than Textbooks | None | | Health & Bioscience | Approved | |
| <p>Rentals - Facility: This expenditure will provide funds to pay for the rental fees of a retreat center venue for staff to attend a Life Academy retreat near the beginning of the year (September 19-20) to continue our work on vertical alignment and pathway integration to increase student engagement in courses and pathways programming. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. One night / 2 day rental for September 19-20, 2024, for all high school affiliated staff (20 people x \$235): \$4700.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines."</p> | \$4,500.00 | 5220 | Rental Facility | None | | Health & Bioscience | Approved | |
| <p>Enterprise Car Rental for our annual junior college field trips to ensure that 100% of our juniors have the opportunity al visit, at minimum, 3 colleges or universities with programs aligned to the themes of our Academy: healthcare, public health and bioscience.</p> | \$5,000.00 | 5826 | Rentals | none | | Health & Bioscience | Approved | |
| <p>Teacher Salaries Stipends: Extended Contracts to pay 6 credentialed Pathway Leadership Team members to meet at the beginning of the year for a planning retreat, and two times monthly to plan guest speakers from Academy affiliated industries, field trips, motivational activities for pathways students, job shadowing and internships, mentorship and to ensure that the student leadership program and student co-chairs of that program are being well supported in alignment to the goals of the Academy. Grades 9-12 directly impacted, a total of 250 students. 5 hours (one retreat) + 3 hours x 9 months (twice monthly meetings) = 32 hours/teacher @ 38.5 + 25% benefit costs = 1,232 + 25% benefit costs = \$1540 per teacher x 6 teachers = total \$9240 (Salary & Benefit Costs included)</p> | \$9,240.00 | 1120 | Teacher Salary Stipends | none | | Health & Bioscience | Approved | |

MEASURE N 2022-2023 CARRYOVER PLAN

| | | | |
|--|---|--|---------------------|
| School Name | LIFE ACADEMY OF HEALTH & BIOSCIENCE | Site Number | 335 |
| Why were you unable to expend all your funds in the 2022-2023 school year? | There were specific items that were unable to be expended for a variety of reasons. For example, we were not able to attend the National Science Teachers Association conference or Standards Institute for Science because OUSD no longer has a travel agent and requires all teachers to front the funds for these professional learning experiences. Furthermore, there were other expenses that were covered unexpectedly by grants and other sources of funding that we prioritized because it does not carryover. | | |
| Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(including accumulated carryover from previous years)</i> | \$546,474.85 | Projected Carryover Amount from Fiscal Year 2022-2023 | \$287,711.55 |
| Projected Carryover Amount from Fiscal Year 2022-2023 | \$287,711.55 | Total Budgeted Amount | \$287,711.55 |
| Percentage of 2022-2023 Carryover to Measure N Funds | 52.6% | Remaining Amount | \$0.00 |

| | |
|--------------------|---|
| NOTE: | Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds. |
| Directions: | Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below. |
| Resources: | 2023-2024 Measures N and H Permissible Expenses Measures N and H Justification Examples - A Resource for EIP Development |

| BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Budget Expenditure Instructions | | | | | | | |
|---|-------------|--------------------|--------------------------------------|------------------------------------|--------------|-------------------------------------|--|
| <small>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions? We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</small> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE & NUMBER | FTE % | WHOLE SCHOOL OR PATHWAY NAME | Which Linked Learning pillar does this support? |
| Professional Contracted Bus Services: Charter bus rentals for pathway students to attend College and Career Exploration visits or trips to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. | \$15,000.00 | 5826 | Professional Contracted Bus Services | | | Life Academy of Health & Bioscience | Work-Based Learning |
| Meetings Refreshments: Purchase refreshments for a series of pathway and college and career readiness events for family engagement and pathway knowledge sharing. Meeting refreshments will make the meetings more community-oriented, increase turnout, and be able to include families in more planning processes for students' pathway engagement and planning. | \$5,000.00 | 4311 | Meeting Refreshments | | | Life Academy of Health & Bioscience | Integrated Student Supports |
| BART & Bus: Purchase AC Transit and/or BART tickets for the students attending Internships. Assist with transportation costs to and from off campus internships to ensure students are able to get out of the classroom and explore various careers. | \$3,500.00 | 5820 | BART & Bus Passes | | | Life Academy of Health & Bioscience | Work-Based Learning |
| Consultant Contracts: Consultant Contract with Dr. Emily Frank, through June 30, 2024. Dr. Frank is committed to organizing/implementing the following programming at Life Academy: The Nursing Conference, The Healthcare Careers Conference The Biotech Career Conference, Simulation Day (fall and spring), Emergencies Day, Public Health Conference, weekly meetings with the pathways student leaders and the support of the development of the pathways, twice monthly activities, career panels, workshops for each of the 3 strands within Life Academy (healthcare, public health, biotechnology). | \$13,300.00 | 5825 | Consultant Contracts | | | Life Academy of Health & Bioscience | Career Technical Education (Integrated Program) |

| | | | | | | | |
|---|-------------|------|----------------------------|--|--|-------------------------------------|---|
| <p>Consultant Contracts: Consultant Contract with Bay Area Community Resources (BACR) to perform as the fiscal agent for the distribution of internship stipends, through June 30, 2024. BACR will pay-out and process the internship stipends for 15 students participating in afterschool internships with a focus on healthcare, public health, biotechnology, Life Academy's three sub-pathways. This specific expenditure supports Life Academy goal #2, which states that by 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. Budget: 15 students at \$250-500 each, for full year, total of between \$,3750-\$7,500. The admin fee is 8% which has been calculated into final cost.</p> | \$7,500.00 | 5825 | Consultant Contracts | | | Life Academy of Health & Bioscience | Work-Based Learning |
| <p>Books Other Than Textbooks: Purchase of Dual Enrollment Books Other Than Textbooks for HLTOC 263 (Communication Skills for Healthcare Professionals). Therapeutic Communication for Healthcare Professionals 4th Edition by Carol D. Tamparo and Wilburta Q. Lindh (\$79.00/each 40 copies = \$3,160.00) and Communication Skills for the Healthcare Professional 2nd Edition by Laurie Kelly McCorry and Jeff Mason (\$60/each 40 copies \$2,400.00) total of \$5,560.00.</p> | \$5,560.00 | 4200 | Books Other Than Textbooks | | | Life Academy of Health & Bioscience | Rigorous Academics (Integrated Program) |
| <p>Rentals - Facility: Rental fees of an "AirBNB" venue for staff to attend an Life Academy 10th Grade Defense Public Health vertical alignment retreat. The retreat is to ensure stronger alignment and rigor within our math course sequence in our Academy. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental in FY 2023-24, for 5 teachers. *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p> | \$5,000.00 | 5624 | Rentals - Facility | | | Life Academy of Health & Bioscience | Integrated Student Supports |
| <p>Conference Expenses: Conference and travel expenses for 5 teachers to attend the UnboundEd Standards Institute. Immersive and transformative learning experience for science teachers so that they can bring new teaching skills back into the classroom in order to emphasize the Science and Engineering Practices named in the Next Generation Science Standards (NGSS). Through this conference, science teachers will learn how, with each lesson, they can set the conditions for their students to ask questions, define problems, construct explanations, and design solutions, essential skills in the pathway. and aligned with our 3 year goals (specifically goal #3). This will take place at the Colorado Convention Center in Denver. Dates are June 10-13, 2024 (5 Teachers: \$15k for conference registration, \$2k for flights, \$3k for Accommodations and \$400 for taxi reimbursement)</p> | \$20,400.00 | 5220 | Conference Expenses | | | Life Academy of Health & Bioscience | Integrated Student Supports |
| <p>Teacher Salaries Stipends: Extended Contracts to pay 5 Science Academy Teachers to meet and plan throughout the school year, through June 30, 2024. Their pathway aligned objective is to collaborate on increasing the rigor in science classes so that students are prepared for intro level math and science when they enter career or college. Grades 9-11 directly impacted, a total of 195 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)</p> | \$8,662.50 | 1120 | Teacher Salaries Stipends | | | Life Academy of Health & Bioscience | Integrated Student Supports |
| <p>Consultant Contracts: Contract with the Oakland Public Ed Fund to pay-out and process the 2024 Summer ECCCO Internship Stipends, through June 30, 2024. Up to 35 students will engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate. This is a direct relationship to Life Academy's strategic goal #2. Budget: 36 students at stipends of \$500 + 10% Administrative Fees (totalling \$2,000) = \$20,000</p> | \$20,000.00 | 5825 | Consultant Contracts | | | Life Academy of Health & Bioscience | Work-Based Learning |

| | | | | | | | |
|---|--------------|-----------|-------------------------------------|--|--|--------------|---------------------|
| <p>Correcting Negatives in Measure N & H accounts: These funds are to offset all of the negatives in Measure N - Resource 9333 & Measure H - Resource 9339. The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary & Benefit Costs, as well as Mid-Year Salary Adjustments. This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.</p> | \$21,125.64 | 1xxx-3xxx | Salary & Benefit Costs Negatives | | | Whole School | Enabling Conditions |
| <p>Strategic Carryover for Fiscal Year 2024-2025: Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.</p> | \$162,663.41 | 4390 | Future - Carryover | | | Whole School | Enabling Conditions |

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN

(for Fiscal Year 2023-24)

| | | | |
|---|-------------------------------------|---|-----|
| Name of School Site | Life Academy of Health & Bioscience | Site # | 335 |
| Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i> | \$60,558.84 | In the box below, please indicate why you decided to allocate Strategic Carryover. | |
| Total Budgeted Amount | \$60,558.84 | These items are being placed in Strategic Carryover because they are important, but not urgent items. We can't wait for access to these budget line items until slightly later in the school year, and at that time they will contribute to our pathways strategic goals. | |
| Remaining Amount to Budget | \$0.00 | | |

| | |
|--------------------|---|
| NOTE: | Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds. |
| Directions: | Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below. |
| Resources: | Measure N 2022-2023 Permissible Expenses Measure N Justification Examples - A Resource for EIP Development |

| BUDGET JUSTIFICATION For All Budget Line Items , enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE , please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE & NUMBER | FTE % | WHOLE SCHOOL OR PATHWAY NAME | Which Linked Learning pillar does this support? |
|--|-------------|-------------|-------------------------|-------------------------|-------|------------------------------|---|
| Consultant Contract with Bay Area Community Resources (BACR) to facilitate and pay-out the Work-Based Learning (WBL) Student Internship Stipends. Internship stipends for 20 Life Academy students who participate in the Work Based Learning Career Preparation and Training experiences within our Academy. Students will participate in internships throughout the year and through June 30, 2024. The offering of paid internship programming will increase engagement and allow students to develop and demonstrate pathway relevant skills and knowledge. Students will receive stipends of between \$300-500 for internships and work based learning that represent between 25-35 hours of their time. Amount includes BACR administrative fees @10%. | \$10,000.00 | 5825 | Consultant Contracts | | | Health & Bioscience | Work-Based Learning |

| | | | | | | | |
|---|-------------|------|---------------------------|--|--|---------------------|---------------------|
| <p>Teacher Salaries Stipends: Extended Contracts to pay 10 Teachers to work as Grade Level Teams to meet, analyze data, and plan throughout the school year. All HS teachers will meet in Grade Level Teams bi-monthly to analyze progress towards strategic goals. This will include space for Humanities and Math teachers to collaborate with Science teachers to deeply understand how to support science-learning in these courses. Compensation: \$38.50 per hour x 23 hours + 25% benefit costs = \$1,106.88 x 10 Teachers = \$11,068.75 (Salary & Benefit Costs included)</p> | \$11,068.75 | 1120 | Teacher Salaries Stipends | | | Health & Bioscience | Rigorous Academics |
| <p>Teacher Salaries Stipends: Extended Contracts to pay 5 Science Academy Teachers to meet and plan throughout the school year. Their pathway aligned objective is to collaborate on increasing the rigor in science classes so that students are prepared for intro level math and science when they enter career or college. Grades 9-11 directly impacted, a total of 195 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)</p> | \$8,662.50 | 1120 | Teacher Salaries Stipends | | | Health & Bioscience | Rigorous Academics |
| <p>Teacher Salaries Stipends: Extended Contracts to pay 5 Humanities Teachers to meet and plan throughout the year. Their pathway aligned objective is in support of Strategic Goal #1 (integration of pathway themed text/unit in all grades 9-12). Grades 9-12 directly impacted, a total of 260 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)</p> | \$8,662.50 | 1120 | Teacher Salaries Stipends | | | Health & Bioscience | Rigorous Academics |
| <p>Rental - Facility: funds to pay for the rental fees of an "AirBNB" venue for staff to attend an Life Academy MATH and vertical alignment retreat. The retreat is to ensure stronger alignment and rigor within our math course sequence in our Academy. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental in FY 2023-24, for 5 teachers. *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.</p> | \$4,558.84 | 5624 | Rentals - Facility | | | Health & Bioscience | Rigorous Academics |
| <p>Transportation Costs: Charter Bus Rentals for pathway students to attend a variety of pathway specific field trips. Field Trips include opportunities to visit hospitals, medical research and biotech research centers across the Bay, biotechnology companies, medical schools at universities, simulation centers, and medical technology programs. All these opportunities will increase student understanding of pathways aligned fields of study and therefore engagement and will involve 100% of our pathways students in grades 10-12.</p> | \$17,606.25 | 5826 | Transportation Costs | | | Health & Bioscience | Work-Based Learning |

MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN

Effective: July 1, 2024 - June 30, 2025

| | | | |
|---|--|--|------------|
| Name of School Site | LIFE ACADEMY OF HEALTH & BIOSCIENCE | Site # | 335 |
| Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i> | \$162,663.41 | In the box below, please indicate why you decided to allocate Strategic Carryover. | |
| Total Budgeted Amount | \$162,663.41 | We have delegated items to Strategic Carryover so that we can access these resources, albeit on a slightly different timeline, for our students and pathways programming. We are particularly excited about the potential to add industry professionals to teach single sections of CTE courses aligned to our pathway themes and school vision. | |
| Remaining Amount to Budget | \$0.00 | | |

NOTE: Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.

Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measures N and H Education Improvement Plan (EIP) to support students and pathway development.
 **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development document linked below.

Resources: [Measures N and H 2024-2025 Permissible Expenses](#)
[Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development](#)

| BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . | | | | | | | | | |
|---|-------------|-------------|-------------------------|-------------------------|-------|------------------------------|---|---|--|
| - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N/H Permissible Expenses document to confirm permissibility.</i> | | | | | | | | | |
| | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE & NUMBER | FTE % | WHOLE SCHOOL OR PATHWAY NAME | Which Linked Learning domain does this support? | Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i> | Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i> |
| Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal, at .20 FTE. This expenditure will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation. PCN 6304 Alykhan Boolani (Salary and Benefit costs included) | \$43,770.86 | 1105 | Teacher Salary | K12 Teacher | 0.2 | Health & Bioscience | Enabling Conditions | Approved | |
| Hire a 0.20 Case Manager 24 (12 months): The Case Manager will provide student support to students in our pathway including conflict mediation, RJ processes and social and emotional supports to help students fully and properly engage in their learning as much as possible. This position will help to create the positive and productive pathway environment needed to successfully grow the pathway. PCN TBD New Hire, part time (Salary and Benefit cost included) | \$29,385.40 | 2405 | Case Manager Salary | Case Manager 20 | 0.2 | Health & Bioscience | Comprehensive Student Supports | Approved | |
| 0.20 Teacher Khemani (PCN 7763) to be a secondary credentialed teacher in the precalculus math classroom in order to provide additional, small group pull out supports to students in 3 tiers: 1) students who are struggling with the content due to gaps in their mastery of previous mathematics content 2) students who are completing the work, however, having difficulty in applying the skills and content without guidance and need additional guidance toward independence and confidence in the math application and 3) students who are accelerated and need additional, more challenging content and skill augmentation in order to continuing preparation toward rigorous college level math. The teacher will work in collaboration with the lead teacher of the course to design and implement tiered small group instruction for these Pathways students. Grade 12, 32 students impacted. | \$19,905.77 | 1105 | Teacher Salary | K12 Teacher | 0.2 | Health & Bioscience | Integrated Program of Study | | Conditionally Approved |

| | | | | | | | | | |
|--|-------------|------|---------------------|-------------|-----|---------------------|-----------------------------|----------|--|
| <p>Teacher Salaries Stipends Extended Contracts to pay teachers for new curriculum development (including a minimum of one integrated project around healthcare and/or bioscience per grade level per semester) collaboration, planning, and coaching specifically for pathway development and expansion, through June 30, 2025. This serves all high school students at Life Academy grades 9-12 approximately 250 students. Compensation: \$38.50 per hour x 42 hours = \$1,617 + 25% benefit costs = \$2,021.25 x 11 Teachers = \$22,233.75 (Salary & Benefit Costs included)</p> | \$22,738.53 | 1122 | Extended Contract | None | 0 | Health & Bioscience | Enabling Conditions | Approved | |
| <p>Hire a CTE Teacher at .2 FTE to teach one section of CTE Introduction to Biotechnology (course 7910) in order to provide our Pathways students in grades 11-12 with the opportunity to develop the foundational technical skills required to move to advanced curriculum and content in Health Science and Medical Technology. Students will learn about the use of living systems and organisms to develop or make products, or "any technological application that uses biological systems, living organisms or derivatives thereof, to make or modify products or processes for specific use in Biotechnology.</p> <p>New Hire, PCN TBD (Salary and Benefit cost included)</p> | \$25,000.00 | 1105 | Teacher Salary | CTE Teacher | 0.2 | Health & Bioscience | Integrated Program of Study | Approved | |
| <p>Hire a CTE Teacher at .1 FTE for a total 0.2 FTE to teach CTE Introduction to Mental and Behavioral Health (course 7960) This introductory course is designed to provide students the necessary foundational technical skills of Health Sciences. Students will be introduced to the requirements of working in mental and behavioral health occupations, understanding, diagnosis and treatment of an individual's emotional, psychological, and social aspect of maintaining and or achieving wellness. This position will impact 30 of our Pathway students in grades 11-12. The remaining 0.1 FTE is funded in row 136 of the 24-25 Whole School tab.</p> <p>New Hire, PCN TBD (Salary and benefit cost included)</p> | \$12,500.00 | 1105 | Teacher Salary | CTE Teacher | 0.1 | Health & Bioscience | Integrated Program of Study | Approved | |
| <p>Strategic Carryover for Fiscal Year 2024-2025: Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.</p> | \$9,362.85 | 4390 | Strategic Carryover | | | Health & Bioscience | Enabling Conditions | Approved | |

Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[Life Academy]

Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)?
(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

| Category | Comprehensive Analysis 4 | Developing Analysis 3 | Emergent Analysis 2 | Unclear Analysis 1 |
|---|--|--------------------------|------------------------|-----------------------|
| <p>Evidence of Progress toward Pathway Program(s)' <u>2023-26 College and Career for All and Linked Learning Quality Standards</u></p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> Meaningful reflection about progress toward strategic goals (whole school and pathway) Clear articulation of connections between these reflections and new or adapted strategic actions Evidence of progress toward pathway programs' quality standards | <p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Life Academy has one pathway with three distinct themes: healthcare, public health, and bioscience/technology. The school's EIP includes reflection that captures the progress that has been made as well as the improvement that remains to be seen. New teachers receive support and have opportunities to collaborate around pathway theme integration. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> What actions will the school take to implement a CTE course sequence and what resources will these actions require? With the new upcoming opportunity to have a pathway coach, how will you leverage this position to make the improvements that are needed? What areas of work will this person hold without becoming over-extended? | | | |

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

| Category | Excelling 4 | Meeting 3 | Approaching 2 | Beginning 1 |
|--|--|--------------|------------------|----------------|
| <p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges their reflection logically into their actions | <p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> The school has a large English Learner population. The EIP reflects a vision for continuous improvement grounded in language development, and literacy skills specifically. EIP goals and strategic actions demonstrate that the team is investing in activities designed to support student performance in mathematics. This is critical because of the link between science, technology, and mathematics. Goals are appropriate; they directly address the primary areas of need for growth. There is growth in the area of internship and course alignment. Actions for strategic goals are clearly aligned and articulate a clear theory of action. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> The school will benefit from continued use of qualitative and quantitative data to inform practice. Empowering teachers to collect, analyze, and leverage their classroom data independently or in teacher teams may support teacher professional growth. Running cycles of inquiry based on their own teaching practice and/or their own student outcomes may result in greater effectiveness of integrated student supports and the program of study. What specific pre-employment experiences do all students get at Life Academy? Are there explicit pre-employment and employment skills that are intentionally addressed through their core classes? | | | |

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

| Category | Strategic & Aligned 4 | Partially Strategic & Aligned 3 | Unclear Strategy & Alignment 2 | Missing or Non-Compliant 1 |
|---|--|------------------------------------|-----------------------------------|-------------------------------|
| <p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning • Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) | <p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Expenses are aligned and compliant | | | |

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating¹: Approved

School is actively developing and implementing a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice).

School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways.

Strengths:

- Strategic actions are student-centered.
- There is investment in foundational academic skills that prepare students for post-secondary success.
- There is a strong focus on tier I supports, specifically high quality teaching.

Key Questions:

- How can teachers promote integration by adopting common practices and incorporating pathway themes into core academic courses beyond specific tasks (Defense, Capstone)?
- How will you measure “math culture” (Goal 3 strategic actions)?
- What is the school’s plan for introducing CTE courses? How and when will the school develop a specific CTE scope and sequence that is aligned to the pathway theme?

Budget Feedback:

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning as evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways



- Resource allocation is data-informed.
- What budget decisions can you anticipate as you recruit (and retain) a CTE teacher? Similarly, what resources are required to develop and implement a clear and specific theme-aligned CTE course sequence?

Next Steps (for Conditionally Approved Sites) - add rows as needed

| What | Suggested Lead | Deliverable | Date |
|------|----------------|-------------|------|
| | | | |