

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	24-1787
Introduction Date	8/14/24
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Life Academy

**Ask of the Board** Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Life Academy.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion** The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Life Academy



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

## 2024-25 School Plan for Student Achievement (SPSA)

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact:** Aryn Bowman & Alykhan Boolani      **Position:** Co-Principals  
**Address:** 2101 35th Avenue      **Telephone:** 510-534-0282  
Oakland, CA 94601      **Email:** aryn.bowman@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/24/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

## 2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Life Academy

**Site Number:** 335

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program           | <input type="checkbox"/> Additional Targeted Support & Improvement                 | <input checked="" type="checkbox"/> 21st Century Community Learning Centers          |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/24/2024

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

**Signatures:**

Aryn Bowman & Alykhan Boolani	<i>Aryn Bowman &amp; Alykhan Boolani</i>	4/24/2024
<i>Principal</i> Rodrigo Sandoval Peres	Signature	Date 4/24/24
SSC Chairperson		
Vanessa Sifuentes	<i>Vanessa Sifuentes</i>	5/13/24
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	5/13/24
<i>Director, Strategic Resource Planning</i>	Signature	Date

## 2024-25 SPSA ENGAGEMENT TIMELINE

**School Site:** Life Academy

**Site Number:** 335

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/24/2024	SSC and SELLS combined	Shared rationale and overview of plan. Held SSC vote for approval of Title 1 and Title 4 expenditures.
1/22/2024	Instructional Leadership Team	Shared overview of the SPSA. Garnered feedback from the ILT (just about 1/4th of our faculty)
1/31/2024	Parent Academy (weekly parent meeting)	Shared overview of the SPSA. 26 parents in attendance.
1/24/2024	Faculty Council	Shared overview of the SPSA. Garnered feedback from the FC (6 faculty members)
1/30/2024	HS Grade Level Team Meeting	Shared overview of the SPSA. Garnered feedback from the HS faculty (18 faculty)
3/20/2024	SSC and SELLS combined	Review of SPSA goals and strategies and completion of the SPSA review

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

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### **Early Childhood Education Program**

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### **Transitional Students and Families Unit**

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$586,287.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,724,503.00

### Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$152,280	LCFF Discretionary (General Purpose Discretionary #0000)	\$33,400
Title I, Part A Parent & Family Engagement (Title I #3010)	\$4,230	LCFF Supplemental (LCFF Supplemental #0002)	\$287,550
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$419,202	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$10,575	After School Education & Safety (ASES) (ASES #6010)	\$176,467
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$348,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$77,749
		Measure H (Measure H #9339 )	\$215,050
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$586,287</b>		<b>\$1,138,216</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,724,503.00</b>
--	-----------------------

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Life Academy</b>		<b>School ID: 335</b>
<b>CDS Code: 1612590130575</b>	<b>SSC Approval Date: 4/24/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

Of course we have resource inequities - we are a city that, within our public school system, primarily serves low income youth of color. At least a third of our 6th graders come in reading at or below the 3rd grade level, this is one reflection of the depth of inequity we must grapple with. Staffing remains another around of inequity. Often highly qualified teachers choose to work in higher paying districts nearby, leaving us to scramble to find any teacher, let along a highly qualified one. We seek to mitigate these and all the nequities with the resilience and grit that we tackle all issues. We work hard, train hard, teach hard and seek to ensure we are using our resources in the most effective ways possible.

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.1%	4.0%	89.9%	0.0%	0.7%	20.8%	95.8%	35.6%	32.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.9%	1.4%	3.3%	0.0%	0.2%	0.9%	95.3%	0.2%	91.8%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By June 2025, students will demonstrate increased literacy and math proficiency as measured by 1) 15% increase the number of students reading at or above grade level on iReady reading assessment. 2) 75% of students reaching their growth goals on i-Ready reading assessment 3) 60% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.
<b>Identified School Need:</b>	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-26.3	not available until fall 2024	not available until fall 2025	-10.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	39.3%	not available until fall 2024	not available until fall 2025	60.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-87.3	not available until fall 2024	not available until fall 2025	-50.0
California Science Test (CAST) Standard Met or Exceeded	All Students	18.4%	not available until fall 2024	not available until fall 2025	40.0%

**Graduation Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	96.8%	not available until fall 2024	not available until fall 2025	100.0%
On Track to Graduate: 9th Grade	All Students	72.1%	not available until fall 2024	not available until fall 2025	85.0%



On Track to Graduate: 11th Grade	All Students	15.4%	not available until fall 2024	not available until fall 2025	60.0%
A-G Completion	All Students	36.7%	not available until fall 2024	not available until fall 2025	90.0%
College/Career Readiness	All Students	54.8%	not available until fall 2024	not available until fall 2025	85.0%

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

<b>School Goal:</b>	By May 2025, we will increase reclassification rates for English Learners to 20%.
<b>Identified School Need:</b>	Our English Learner students who have not reclassified during elementary school must reclassify before they graduate from high school.

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-91.1	not available until fall 2024	not available until fall 2025	-50.0
SBAC ELA Distance from Standard Met	English Learners	-94.4	not available until fall 2024	not available until fall 2025	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	46.8%	not available until fall 2024	not available until fall 2025	25.0%
SBAC Math Distance from Standard Met	Special Education Students	-162.2	not available until fall 2024	not available until fall 2025	-100.0
SBAC Math Distance from Standard Met	English Learners	-138.1	not available until fall 2024	not available until fall 2025	-100.0

**Reclassification Measures & Targets**

*\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	15.1%	not available until fall 2024	not available until fall 2025	30.0%
LTEL Reclassification	Long-Term English Learners	16.5%	not available until fall 2024	not available until fall 2025	30.0%

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

<b>School Goal:</b>	By 2025, school event attendance records will reflect an increase in Black and Asian family engagement proportionate to student population and Latinx engagement that is greater than or equal to the previous school year.				
<b>Identified School Need:</b>	Our family engagement is disproportionately Latinx -- we need to ensure that our Black and Asian families are proportionately engaged and present at school events.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	61.7%	not available until fall 2024	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	1.3%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	2.8%	not available until fall 2024	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	49.9%	not available until fall 2024	not available until fall 2025	15.0%
Chronic Absenteeism	African American Students	58.8%	not available until fall 2024	not available until fall 2025	20.0%

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

<b>School Goal:</b>	By May 2025, teachers in years 1-5 will have access to professional learning including, strong grade level teams, strong department teams and 1:1 coaching as evidenced by individual professional learning plans.				
<b>Identified School Need:</b>	As we increasingly have young teachers entering the profession, we need to ensure that we have strong structures of support to quickly accelerate instructional prowess.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	75.6%	not available until fall 2024	not available until fall 2025	95.0%

<b>1C: STRENGTHS &amp; CHALLENGES</b>		
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1:	<p><i>"By June 2025, students will demonstrate increased literacy and math proficiency as measured by</i></p> <p><i>1) 15% increase the number of students reading at or above grade level on iReady reading assessment.</i></p> <p><i>2) 75% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>3) 60% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments. "</i></p>	<p><i>1) Strong Reading program in grades 6-8, with expansion towards 9-12 in the works. We've also focused a lot of our professional development over the last few years on strengthening literacy instruction in every classroom at Life.</i></p> <p><i>2) Our reading program is well-organized, sequenced, and responsive to data. This will directly support our efforts to reach growth goals around literacy.</i></p> <p><i>3) Strong math department leadership and strategic planning around spiraling skill gaps into curriculum has been fruitful. There were some major gains on the school-wide assessments we utilized last year.</i></p>
LCAP Goal 2:	<p>60% of Life Academy students will meet their annual typical growth goals on the final iReady assessment taken in April, and 20% will meet their annual stretch goals.</p>	<p><i>Strong Reading Framework classes in grades 6-8 allow for small, homogenous groupings focused on reading fluency and comprehension</i></p> <p><i>Strong school wide focus on writing across content areas and the prerequisite speaking and listening activities to create strong content for writing.</i></p> <p><i>Strong, experienced ELD teacher in the high school, teaching LTEL specific humanities classes.</i></p> <p><i>Tired reading courses in high school provided all students in grades 9-10 leveled reading with a focus on student talk and writing.</i></p> <p><i>SPIRE classes in grades 9-12 for students with the most significant needs.</i></p> <p><i>"Reading therapist" offering 1:1 support for our students with the most significant needs.</i></p> <p><i>Family education opportunities to learn more about reclassification and teaching families techniques for supporting their students with reading at home.</i></p> <p><i>Strong attempts at increasing ELPAC culture through runway to the test and ensuring students understand the purpose of the assessment so they try their hardest.</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>Maintain current levels of Latinx family engagement and increase Black and Asian family engagement proportionate to student population.</i></p>	<p><i>Our family liaisons hold twice monthly “Parent Academy” meetings for families, where families come together to learn about a variety of topics: reclassification, reading and the iReady, supporting teens with mental health issues, appropriate social media use, setting boundaries with teens, etc.</i></p> <p><i>Our family liaisons ask for family input for the topics covered, guests invited, et so there is family input for the content of the workshops.</i></p> <p><i>SSC meetings are consistent and there is vibrant discussion and learning about the school budget.</i></p> <p><i>We host a Black Excellent Night dinner for Black families where we celebrate the achievements of each Black student at our school.</i></p> <p><i>Advisory serves as an additional space where all students in grades 9-12 have 2x yearly family conferences where families are engaged in learning about their child’s strengths and areas for growth.</i></p> <p><i>We run family observation protocols where we invite families into the classrooms to learn about instruction/teaching and learning at Life Academy.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Teachers in years 1-5 will have access to professional learning including, strong grade level teams, strong department teams and 1:1 coaching.</i></p>	<p><i>We have a robust coaching program where all teachers at Life Academy are connected to a coach who meets with them, based on need, from 2-4 times per month. We have 2 full time coaches as well as a teacher who also serves as an induction coach, and the 2 principals also serve as coaches.</i></p> <p><i>We have Grade Level Teams that meets 2 times per month where teachers who teach at a grade level are expertly facilitated toward a variety of instructional and operational goals. These are spaces for community, connection and the development of group efficacy.</i></p> <p><i>Our professional learning program at Life is focused on yearly Problem of Practice, an instructional dilemma that is selected by the teaching staff. Our whole group learning and the work of department is focused on cycles of inquiry around this PoP, which lends itself to the development of strong communities of practice, the sharing of instructional practice and student work and the development of teacher efficacy.</i></p> <p><i>We ensure that teachers have opportunities to attend conferences and PDs outside of the building, such as the Standards Institute, The Writing Revolution PD, the CA Partnership Academy Conference, etc</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>"By June 2025, students will demonstrate increased literacy and math proficiency as measured by</i></p> <p><i>1) 15% increase the number of students reading at or above grade level on iReady reading assessment.</i></p> <p><i>2) 75% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>3) 60% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments. "</i></p>	<p><i>1 + 2) building an effective HS reading intervention program. It has long felt like an afterthought, and most of the work has been held by our MS program. However, we note the major drops in proficiency and growth that take place once students enter high school needs to be reckoned with. This year, we experimented with expanding the program, and the results were mixed. We need a champion of reading at our high school the way we've had a champion/leader at our MS.</i></p> <p><i>3) Math deficits are tough -- and we do not have the space nor resource in the schedule to parallel our reading program. Thus, it will require our math department to be laser focused on grade-level instruction and remediation at the same time. Programs and processes take time to develop, and we are early on the journey.</i></p>
LCAP Goal 2:	<p><i>60% of Life Academy students will meet their annual typical growth goals on the final iReady assessment taken in April, and 20% will meet their annual stretch goals.</i></p>	<p><i>We have underutilized online platforms such as iReady and NewsELA because we do not have enough time to ensure that teachers are trained on how to effectively use these platforms in their classrooms.</i></p> <p><i>Teacher quality remains a significant issue. We invest heavily in coaching and supports for teachers, and also the teacher shortage means that some of our teaching positions are filled with folks who are ineffective and not meeting the needs of our learners. This, in turn, has an impact on the quality of teaching and learning around the ELD standards happening in some classrooms. We will allocate Title I Funds to support ELA, Math, and Science, with four teachers totaling 1.6 Full-Time Equivalent (FTE) positions, as well as extended contracts for teachers to provide tutoring aimed at improving student scores on the IReady Assessment.</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>Maintain current levels of Latinx family engagement and increase Black and Asian family engagement proportionate to student population as measured by family participation in events and workshops.</i></p>	<p><i>We have tried a few paths to increasing the engagement of Black and Asian families (affinity family dinners, etc). We haven't found the best path yet, though, as what we have tried has not gotten the traction we've hoped for. Research shows that families (of any race) are most likely to send their kids to a school where there is 26% of that race. Enrollment at Life remains at 85%+ Latinx, and so many Black and Asian families withdraw their students after 8th grade to move them to schools that have a population that more closely reflects their child. This is an enrollment challenge that we do not have a solution for, but is a real factor in our ability to attract and maintain Black and Asian students.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Teachers in years 1-5 will have access to professional learning including, strong grade level teams, strong department teams and 1:1 coaching as evidenced by individual professional learning plans.</i></p>	<p><i>We have, in the past, invested heavily in our newest teachers and provide them with induction coaching that is conveniently embedded in their school day. However, we have not seen that this always yields what we hope: long term investment in our school or district. We see many teachers leaving after they have completed induction, cursing frustration as we constantly battle teacher turn over. Teaching is hard work and not for the faint of heart and hustle. Post COVID at Life Academy we have seen a decline in interest in teacher leadership roles (grade level team leadership, ILT leadership, etc) and this has placed a great deal of pressure on the co-principals, both of whom now lead departments and grade level teams (which wasn't necessary pre 2020). This, in combination with the elimination of an allocation for an AP has caused a material increase in workload. It can be frustrating to allocate coaching resources to teachers who show little growth or interest in doing the work that will lead to growth.</i></p>

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Life Academy

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 SPSA](#)

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

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

We have implemented the SPSA as intended, with no significant changes or adjustments.

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

In the 23-24 school year we continued to invest an additional 2.0 FTE into the reading program, and expanded reading classes through grade 11. These small, mostly homogeneous classes have supported Life in continuing to accelerate reading growth. We will continue with these investments as we are seeing the continue strong results from the programming.

In the 23-24 school year we invested an additional 1.0 FTE in the math department to provide intervention for students struggling to master the major work of Algebra 1. This was a significant investment, and the results have not been strong enough to continue with this investment. Conversely, we have show strong growth in our math programming in grades 6-9 with alignment supported by both curriculum as well as strong math team leadership.

In the 22-23 school year we added an experienced ELD teacher at the high school level and also added D-ELD instruction at the high school level. Over the past 2 years, we have also provided a more consistent experience with literacy integration across disciplines, as this has been the focus of our school wide problem of practice. We have also created a new process for framing the ELPAC for our ELLs so they enter the assessment with purpose and understanding.

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

This year, we've reformatted our goals to be driven by a more specific set of focal areas: A-G eligibility, supporting EL students with reclassification, diversifying our family representation at school events, and focusing in on newer teacher development. These are different from our goals from 2023-2024 school year, which were centered around graduation rates, SBAC proficiency, reducing chronic absenteeism, and teacher retention. We do feel we've implemeneted structures and processes that will live beyond this year and continue to address our previous goals, especially around absenteeism and SBAC proficiency. This year we are turning our attention to the specific subgroups we are seeking to target, and emphasizing that instructional training for teachers is a specific means of retention.

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Consultants	On Track to Graduate: 9th Grade	In the 22-23 and 23-24 school year Life Academy partnered with Rigorous Love to provide case management services to some of our most "at promise" students in order to ensure that they are connected to a trusted adult, that they are offered a space for processing, connection and care, and that they are supported in healthy choice making. The services provided by Rigorous Love have connected some of our gang impacted youth to weekly sessions with culturally congruent mentors that have shown to increase student connection to school, and decrease risky behaviors (specifically marijuana use crime ranging from petty to more serious theft).	Rigorous Love provided Life Academy with coaching around our organizational systems and structures for transformative discipline and also provides case management services to 7 of our most gang impacted youth.	Yes, we will continue with a contract with Rgiroous Love to support students, families and teachers and increase connectiveness with school for all of these stakeholders.
Teacher, Structured English Immersion	Staff Participation in Foundational Professional Learning	<ul style="list-style-type: none"> <li>- teaching small group, homogenous reading classes</li> <li>- focused and data driven reading instruction and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>- The majority of students in our reading classes are meeting their stretch goals in reading according to the iReady</li> <li>- Flexible, small grouping allow for students to recieve tailored supports</li> <li>- The program is expensive</li> </ul>	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.



Teacher, Structured English Immersion	Reading Inventory (RI) Multiple Years Below Grade Level	- teaching small group, homogenous reading classes - focused and data driven reading instruction and monitoring	- The majority of students in our reading classes are meeting their stretch goals in reading according to the iReady - Flexible, small grouping allow for students to receive tailored supports - The program is expensive	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.
Teacher, Structured English Immersion	SBAC ELA Distance from Standard Met	-strong literacy integration across all core science classes -reading intervention sections to support students in meeting their growth goals as measured by iReady	The science department has done phenomenal work in integrating literacy strategies and focusing on writing in science. Student work reveals that students are becoming strong, more complex writers. Although this work is in science, it enhances the work we are doing in humanities.	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.
Teacher, Structured English Immersion	i-Ready Reading at or above Mid-Grade	-strong math intervention supports to ensure students are provided with ample at-bats and spiraled curriculum toward the goals of mastery	- excellent integration of computer adaptive technology to support tailored instruction for all students. - strong math department leadership leading to cohesive team	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.
Teacher, Structured English Immersion	Reading Inventory (RI) Multiple Years Below Grade Level	-strong math intervention supports to ensure students are provided with ample at-bats and spiraled curriculum toward the goals of mastery	- excellent integration of computer adaptive technology to support tailored instruction for all students. - strong math department leadership leading to cohesive team	We will continue to use Title 1 funds to provide classroom teachers so that, even with fluctuations in other funding sources, we remain as stable in our program offerings as possible.

Extended Contracts - Tutoring	On Track to Graduate: 9th Grade	Students who are struggling with their core content classes need additional support in the form of small group tutoring, one on one tutoring with teachers, and in some cases credit recovery classes so they can earn credits toward a diploma outside of the normal school day.	Students who attend benefit from additional academic support. When students attend, we see a direct correlation between their attendance in tutoring and their academic success. A struggle is getting students in the room for the tutoring.	Although there can often be frustrations with student attendance, for those students present, this extended support and tutoring can be the difference between learning the material and getting course credit, or falling further behind. For this reason, we will continue with additional support for students in the form of tutoring/
Ext. Cont. - Family Conf. & Off-Track Meetings	On Track to Graduate: 11th Grade	Family meetings with all off track students to review successes and barriers to graduation, as well as credit review and creation of plans to get the student back on track with family support	These off track family meetings are useful for ensuring that teachers/school and family are working in concert to support the student in making progress toward graduation	This has been a successful strategy to increase graduation rate and we will continue with the strategy
Overtime for Classified - Translation at Family Meetings	On Track to Graduate: 11th Grade	Translation for family meetings with all off track students to review successes and barriers to graduation, as well as credit review and creation of plans to get the student back on track with family support	Ensuring that off track family meetings are in the parent's first language can increase their efficacy and make these spaces that are useful for ensuring that teachers/school and family are working in concert to support the student in making progress toward graduation	Translation services will always be required for supporting families at our school, 85% of our families do not speak English as a first language and need translation support to access meetings in English. Therefore, we will continue this essential service..

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Life Academy

**SCHOOL ID:** 335

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Goal:**

By June 2025, students will demonstrate increased literacy and math proficiency as measured by  
 1) 15% increase the number of students reading at or above grade level on iReady reading assessment.  
 2) 65% of students reaching their growth goals on i-Ready reading assessment  
 3) 60% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.

**Identified Need:**

Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Intentional student to student talk to improve student literacy skills using before, during and after reading strategies	All Students	Academic	Tier 1 - Universal
1-2	Intentional student to student talk to support student productive struggle and checks for understanding.	All Students	Academic	Tier 1 - Universal
1-3	Utilize intervention program through Freckle to specifically target gaps in student's math education. We will also be collaborating as a math department regularly to look closely at student work together around curriculum-embedded math language routines and curriculums.	All Students	Academic	Tier 1 - Universal
1-4	Students will be engaged in curricular opportunities in their humanities and science classes that are aligned with the theme of the Academy in order to deepen their understanding of an interest in the variety of careers in Healthcare, Public Health and Biotech. By engaging students through the Academy themes, they will be more motivated to focus and excel.	All Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>	60% of Life Academy students will meet their annual typical growth goals on the final iReady assessment taken in April, and 20% will meet their annual stretch goals.			
<b>Identified Need:</b>	Our English Learner students who have not reclassified during elementary school must reclassify before they graduate from high school.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	All Students	Academic	Tier 1 - Universal
2-2	Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: <ul style="list-style-type: none"> <li>- SIPPs and SPIRE</li> <li>- Reading Framework</li> <li>- The Writing Revolution</li> <li>- ELD curriculum</li> <li>- Strategies to support student to student sustained academic discourse</li> <li>- Unit planning to thoughtfully prepare for all of the above</li> </ul>	All Students	Academic	Tier 2 - Supplemental
2-3	Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	All Students	Academic	Tier 1 - Universal
2-4	Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	English Learner Students	Academic	Tier 2 - Supplemental

2-5	All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be placed in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is for all students on these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	All Students	Academic	Tier 3 - Intensified
-----	--	--------------	----------	----------------------

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

**School Goal:** By 2025, school event attendance records will reflect an increase in Black and Asian family engagement proportionate to student population and Latinx engagement that is greater than or equal to the previous school year.

**Identified Need:** Our family engagement is disproportionately Latinx -- we need to ensure that our Black and Asian families are proportionately engaged and present at school events.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we recognize student achievement and celebrate our Black students and families as a school community.	African American Students	SEL / Mental Health	Tier 2 - Supplemental
3-2	In addition to our Parent Academy, which meets weekly at our school site during the school day, we will be hosting Asian and Black family affinity meetings at times that are most convenient to our families. We seek to use these meetings as a listening campaign, to learn more about the experiences and concerns of Black and Asian families and students at our school.	Low Income Students	SEL / Mental Health	Tier 2 - Supplemental
3-3	We will intentionally recruit more Black and Asian families into our Parent Academy, which has been a predominantly Latinx space. It is a critical space to build understanding, solidarity, and partnership centered around improving the social and academic growth of our students.	All Students	SEL / Mental Health	Tier 1 - Universal

3-4	Hold specific workshops with Latinx students and families around anti-Black racism in the Latinx community in order to ensure that we are building a conscious, tolerant, and respectful environment for Black students and families in a predominantly Latinx student population.	African American Students	SEL / Mental Health	Tier 2 - Supplemental
-----	--	---------------------------	---------------------	-----------------------

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

<b>School Goal:</b>	By May 2025, teachers in years 1-5 will have access to professional learning including, strong grade level teams, strong department teams and 1:1 coaching as evidenced by individual professional learning plans.
<b>Identified Need:</b>	As we increasingly have young teachers entering the profession, we need to ensure that we have strong structures of support to quickly accelerate instructional prowess.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	In order to increase teacher support within the grade level, we will be providing intensive leadership coaching to grade level team leads to ensure their ability to hold regular grade level team space, support their peers, and provide horizontal academic and socio-emotional support alignment.	All Students	Academic	Tier 1 - Universal
4-2	All teachers in need of coaching will be paired with an experienced teacher coach. These coaches will work with teachers to co-design an individualized professional learning plan to support the teacher toward their goals and increase instructional efficacy.	All Students	Academic	Tier 1 - Universal
4-3	All teachers will engage in cycles of inquiry to deepen their instructional work as a department, while also allowing for more vertical alignment of spiraling skills. To prepare for this work, department leads will receive cycle of inquiry training and leadership development.	All Students	Academic	Tier 1 - Universal

4-4	Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	All Students	Academic	Tier 1 - Universal
-----	--	--------------	----------	--------------------

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we recognize academic achievement and celebrate our Black students and families as a school community.	African American	Academic	Tier 2 - Supplemental
5-2	We will create advisory curriculum (and train adults to implement that curriculum) around anti-Black racism and solidarity, especially given the predominance of Latinx students at the school. The goal of this work is to build a deeper sense of empathy and connection between students, as well as to affirm the experience of Black students at Life Academy.	African American	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <a href="#"><i>Stages of ELD Implementation Self-Assessment</i></a>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
6-1	Small, homogenous language/literacy classes to support the development of reading, writing, speaking, listening for all English Language Learners	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	English Learner Students	Academic	Tier 2 - Supplemental



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5300 - Dues & Memberships	\$3,000	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-1
4311 - Meeting Refreshments	\$7,400	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPPs and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	335-2
5624 - Rentals - Facility	\$10,000	LCFF Discretionary	5624	Rentals: Facility	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPPs and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	335-3
4380 - Uniforms	\$13,000	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	335-4
4200 - Books-other Than Textbooks	\$5,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPPs and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	335-5
4340 - ID Badges	\$5,700	LCFF Discretionary	4340	I.D. Badges	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		In addition to our Parent Academy, which meets weekly at our school site during the school day, we will be hosting Asian and Black family affinity meetings at times that are most convenient to our families. We seek to use these meetings as a listening campaign, to learn more about the experiences and concerns of Black and Asian families and students at our school.	335-6
5610 - Equip Maintenance & Repairs	\$8,339	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We will create advisory curriculum (and train adults to implement that curriculum) around anti-Black racism and solidarity, especially given the predominance of Latinx students at the school. The goal of this work is to build a deeper sense of empathy and connection between students, as well as to affirm the experience of Black students at Life Academy.	335-7

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$10,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SJPPs and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	335-8
4420 - Computer < \$5,000	\$10,000	LCFF Supplemental	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Utilize intervention program through Freckle to specifically target gaps in student's math education. We will also be collaborating as a math department regularly to look closely at student work together around curriculum-embedded math language routines and curriculums.	335-9
2425 - ET/OT	\$10,000	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Hold specific workshops with Latinx students and families around anti-Black racism in the Latinx community in order to ensure that we are building a conscious, tolerant, and respectful environment for Black students and families in a predominantly Latinx student population.	335-10
5826 - Prof-Services Non-Contract	\$15,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-11
4310 - Materials and Supplies	\$20,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-12
1120 - Teachers Salaries Stipends	\$26,007	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Small, homogenous language/literacy classes to support the development of reading, writing, speaking, listening for all English Language Learners	335-13
Teacher Structured Eng Immersn	\$56,236	LCFF Supplemental	1105	Certificated Teachers' Salaries	2836	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.		Small, homogenous language/literacy classes to support the development of reading, writing, speaking, listening for all English Language Learners	335-14
Teacher Structured Eng Immersn	\$57,545	LCFF Supplemental	1105	Certificated Teachers' Salaries	9450	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.		All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-15

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$63,724	LCFF Supplemental	1105	Certificated Teachers' Salaries	9968	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.		All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-16
1120 - Teachers Salaries Stipends	\$11,558	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-17
Teacher Structured Eng Immersn	\$16,755	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7927	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-18
Teacher Structured Eng Immersn	\$37,491	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2836	Teacher, Structured English Immersion	0.4	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Utilize intervention program through Freckle to specifically target gaps in student's math education. We will also be collaborating as a math department regularly to look closely at student work together around curriculum-embedded math language routines and curriculums.	335-19
Teacher Structured Eng Immersn	\$38,363	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9450	Teacher, Structured English Immersion	0.4	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-20
Teacher Structured Eng Immersn	\$48,113	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6168	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-21
4200 - Books-other Than Textbooks	\$1,000	Title I, Part A Parent & Family Engagement	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Small, homogenous language/literacy classes to support the development of reading, writing, speaking, listening for all English Language Learners	335-22
4311 - Meeting Refreshments	\$1,030	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Satisfaction with Professional Development	All teachers will engage in cycles of inquiry to deepen their instructional work as a department, while also allowing for more vertical alignment of spiraling skills. To prepare for this work, department leads will receive cycle of inquiry training and leadership development.	335-23
2425 - ET/OT	\$2,200	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we recognize academic achievement and celebrate our Black students and families as a school community.	335-24

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1122 - Teachers Salaries Extra Comp	\$30,000	21st Century Community Learning Centers (Title IV, Part B)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All teachers will engage in cycles of inquiry to deepen their instructional work as a department, while also allowing for more vertical alignment of spiraling skills. To prepare for this work, department leads will receive cycle of inquiry training and leadership development.	335-25
5825 - Consultants	\$190,931	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	24		335-26
5825 - Consultants	\$21,703	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	24		335-27
5825 - Consultants	\$176,568	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	24		335-28
5825 - Consultants	\$10,575	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	24		335-29
1122 - Teachers Salaries Extra Comp	\$20,000	After School Education & Safety (ASES)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	24		335-30
5825 - Consultants	\$156,467	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	24		335-31
5220 - Conference Expense	\$15,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-32

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4200 - Other Books	\$5,000	California Community Schools Partnership Program	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	335-33
2425 - Clerical OT	\$10,000	California Community Schools Partnership Program	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we recognize student achievement and celebrate our Black students and families as a school community.	335-34
1122 - Teachers Salaries Extra Comp	\$15,847	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		In addition to our Parent Academy, which meets weekly at our school site during the school day, we will be hosting Asian and Black family affinity meetings at times that are most convenient to our families. We seek to use these meetings as a listening campaign, to learn more about the experiences and concerns of Black and Asian families and students at our school.	335-35
1120 - Teachers Salaries Stipends	\$20,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		In order to increase teacher support within the grade level, we will be providing intensive leadership coaching to grade level team leads to ensure their ability to hold regular grade level team space, support their peers, and provide horizontal academic and socio-emotional support alignment.	335-36
4310 - Materials and Supplies	\$27,801	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Utilize intervention program through Freckle to specifically target gaps in student's math education. We will also be collaborating as a math department regularly to look closely at student work together around curriculum-embedded math language routines and curriculums.	335-37
Teacher Structured Eng Immersn	\$49,873	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.4	Goal 1: All students graduate college, career, and community ready.		24	335-38
Coordinator Work-Base Learning	\$67,180	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9482	Coordinator, Work-Based Learning	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-39
Case Manager 20	\$152,300	California Community Schools Partnership Program	2405	Clerical Salaries	4220	Case Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We will intentionally recruit more Black and Asian families into our Parent Academy, which has been a predominantly Latinx space. It is a critical space to build understanding, solidarity, and partnership centered around improving the social and academic growth of our students.	335-40

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$2,939	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	335-41
Teacher Structured Eng Immersn	\$74,810	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.		Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	335-42
5220 - Conference Expense	\$2,000	California Partnership Academies (CPA)	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-43
4311 - Meeting Refreshments	\$5,000	California Partnership Academies (CPA)	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Hold specific workshops with Latinx students and families around anti-Black racism in the Latinx community in order to ensure that we are building a conscious, tolerant, and respectful environment for Black students and families in a predominantly Latinx student population.	335-44
4304 - Classroom Supplies	\$14,000	California Partnership Academies (CPA)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-45
5829 - Admission Fees	\$20,000	California Partnership Academies (CPA)	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-46
5826 - Prof-Services Non-Contract	\$40,000	California Partnership Academies (CPA)	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-47
4310 - Materials and Supplies	\$12,905	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-48

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$19,558	Measure G1	1105	Certificated Teachers' Salaries	3455	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SJPPs and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	335-49
Case Manager 20	\$67,248	Measure G1	2405	Clerical Salaries	2900	Case Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We will intentionally recruit more Black and Asian families into our Parent Academy, which has been a predominantly Latinx space. It is a critical space to build understanding, solidarity, and partnership centered around improving the social and academic growth of our students.	335-50
4200 - Books Other Than Textbooks	\$5,000	Measure N	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-51
5624 - Rentals - Facility	\$10,000	Measure N	5624	Rentals: Facility	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-52
4310 - Supplies	\$10,000	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-53
5820 - BART/Bus	\$12,663	Measure N	5820	Bus Passes	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		24	335-54
5220 - Conferenece	\$15,000	Measure N	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-55
5826 - Prof-Services Non-Contract	\$50,000	Measure N	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		24	335-56

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 335

School: Life Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
1122 - Teachers Salaries Extra Comp	\$60,000	Measure N	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	335-57
1122 - Extended Contract	\$2,323	Measure H	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-58
Teacher Structured Eng Immersn	\$16,755	Measure H	1105	Certificated Teachers' Salaries	7927	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-59
Teacher Structured Eng Immersn	\$30,966	Measure H	1105	Certificated Teachers' Salaries	7763	Teacher, Structured English Immersion	0.3	Goal 1: All students graduate college, career, and community ready.		Utilize intervention program through Freckle to specifically target gaps in student's math education. We will also be collaborating as a math department regularly to look closely at student work together around curriculum-embedded math language routines and curriculums.	335-60
TSA Classroom 11Mos	\$38,145	Measure H	1119	Certificated Teachers on Special Assignment Salaries	8786	11-Month Classroom Teacher on Special Assignment (TSA)	0.3	Goal 1: All students graduate college, career, and community ready.		Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-61
Principal, High School Small	\$43,771	Measure H	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6304	Principal High School Small	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPP and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	335-62
Coach College/Career Pathways	\$83,091	Measure H	2305	Classified Supervisors' and Administrators' Salaries	New	Coach, College/Career Pathways	0.5	Goal 1: All students graduate college, career, and community ready.		All teachers will engage in cycles of inquiry to deepen their instructional work as a department, while also allowing for more vertical alignment of spiraling skills. To prepare for this work, department leads will receive cycle of inquiry training and leadership development.	335-63
Teacher Librarian	\$69,118	Measure G, Library Support	1205	Certificated Pupil Support Salaries	7492	Librarian	0.5	Goal 1: All students graduate college, career, and community ready.		All students in grades 6-10 will receive specific, homogenous group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-64





## **Title I, Part A School Parent and Family Engagement Policy**

***All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.***

### **Life Academy of Health & Bioscience**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- *The staff at Life Academy is dedicated to providing quality instruction for the students.*
- *Teachers have designed core certifications for each course that are used to assess student growth. These certifications have been culled from the California standards and teachers have created authentic assessments in order to track student progress. This data will be correlated with SBAC and PSAT data in order to validate the academic program of the school.*
- *We will use the adopted curricula in ELA 6-8, Math 6-11 and science 6-11 in order to ensure we are aligned to the Common Core State Standards*
- *Students will take the Reading Inventory 3 times per year and be given opportunity to reflect on their progress as readers*
- *Providing students immediate feedback on standards aligned assignments*

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- *Inviting all families to attend the weekly Parent Academy meetings where there will be learning opportunities regarding academic success of their students (i.e. reclassification, how to support your child as a reader, etc)*
- *Conferences will be held at least 1x/year and will include the participation of parent, student, and Advisor. The first parent-student-family contracts will be distributed. When necessary, additional conferences will be held to support the student's academic growth.*

- *Specific affinity group opportunities for family dinners such as Black Family dinner, API family dinner, in order to engage families on topics relevant to their students and to listen and learn from families what they need for their students.*

**OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- *Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school’s participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.*

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

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

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

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

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- *Sending information on Parent Square*

**OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- *Inviting families to take part in classroom observations*
- *Inviting families to Parent Academy workshops, all of which have translation offered*

**OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- *Holding weekly workshops via Parent Academy on a variety of topics that will support families in supporting their children.*

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- *Involving parents in reviewing our Strategic Plan and offering Life Academy feedback as to how to advance towards our academic and SEL goals for students*

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- *Weekly Parent Academy workshops and other after school workshops on specific, relevant topics.*
- *Parent Conferences held twice per year, scheduled around the family needs.*

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- *Involving parents in reviewing our Strategic Plan and offering Life Academy feedback as to how to advance towards our academic and SEL goals for students*

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- *Offering families the opportunity to engage with the SELLS, SSC and Parent Academy, all of which are offered to families in their home language*

The school provides support for parent and family engagement activities requested by parents by:

- *Using Title 1 Parent funds for specific requested workshops and activities.*

### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- *Using Title 1 Parent funds for specific requested workshops and activities.*
- *Providing translation into Spanish of all family oriented meetings.*

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was jointly developed and adopted by the parents in attendance at the Life Academy of Health & Bioscience Title 1 Family meeting on August 24, 2023 and will be in effect for the period August 24, 2023 - the end of May 2024. The school will distribute this policy to all parents on or before September 30, of the current school year via Parent Square communication and our monthly newsletter communication.

**Name of Principal**

*Aryn Bowman, co-principal*

**Signature of Principal**

*Aryn Bowman*

**SSC Chair**

Rodrigo Sandoval-Perez, SSC Chair

**Signature of SSC Chair**

*Rodrigo Sandoval-Perez*

**Date**

**August 24, 2023**

*Please attach the School-Parent Compact to this document.*



## **School-Parent Compact 2023-2024**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California’s high academic standards.*

*This School-Parent Compact is in effect for the 2023-2024 school year.*

### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California’s challenging academic standards.**

*The staff at Life Academy is dedicated to providing quality instruction for the students. Teachers have designed core certifications for each course that are used to assess student growth. These certifications have been culled from the California standards and teachers have created authentic assessments in order to track student progress. This data will be correlated with SBAC and PSAT data in order to validate the academic program of the school.*

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.**

*Conferences will be held at least 1x/year and will include the participation of parent, student, and Advisor. The first parent-student-family contracts will be distributed. When necessary, additional conferences will be held to support the student’s academic growth.*

- 3) Provide parents with frequent reports on their children’s progress and assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children.**

*Life Academy and our parent leaders will support our parents to get access to Aeries Parent Portal so that parents can get weekly updates to their students grades, assignments and course progress. If parents opt into the online program, they will*

*receive updates in their home language. The Family Resource center will provide training for families so that they can access the online grading program.*

**4) Provide parents reasonable access to staff.**

*Staff are regularly available before school, during lunch, after school, and during Conference Periods to meet with parents as needed. Appointments can be scheduled by contacting the main number (510) 510.534.0280 or by contacting the teacher/Advisor directly if contact information has been made available. Most conferences take place at Life Academy. When circumstances require it, staff will meet with parents at their homes or other agreed upon location.*

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

*Parents may volunteer, participate, and observe classroom activities whenever they are available. This is strongly encouraged at Life Academy as parents are seen as essential partners. Life Academy parents support the morning breakfast program, lunch supervision, and an active safety patrol that creates safe zones for students to come to school.*

**6) Provide parents with materials and training to help them improve the academic achievement of their children.**

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

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

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

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

## Parent Responsibilities

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

1. *I will send my child to school on time every day*
2. *I will make sure that my child gets adequate sleep and has a healthy diet. I understand that Life Academy provides free breakfast and lunch for all students.*
3. *I will provide a quiet place and time for my child to do homework, and I will review the homework.*
4. *I will promptly respond to messages from my child's school.*
5. *I will attend Back to School Night, Parent-Advisor –Student Conferences, Open House, Exhibition Nights, Certification Defenses, and other school events.*
6. *I will help my child's school however possible.*
7. *I will sign in at the office when visiting my child's school.*
8. *I will read to my child or have my child read for at least 20 minutes every day.*
9. *In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected.*
10. *I will limit the amount my child watches television.*
11. *I will limit taking vacations when school is in session.*
12. *I will support the dress code and school rules.*
13. *I will take notice of progress reports and sign them to maintain communication with the school.*

This Compact was adopted by Life Academy and will be in effect for the period of August 24, 2023 to the end of May 2024

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2023

*Aryn Bowman*  
(Principal's Signature)

8/24/2023  
(Date)

*Rodrigo Sandoval-Perez*  
(22-23 SSC Chair's Signature)

8/24/2023  
(Date)



Strategic Resource Planning (SRP)

**Life Academy of Health & Bioscience**  
**School Site Council Membership Roster**  
**2023-2024**

**SSC - Officers**

<b>Chairperson:</b>	Rodrogo Sandoval Perez
<b>Vice Chairperson:</b>	William Juang
<b>Secretary:</b>	Aryn Bowman

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
ARYN BOWMAN	x					
RODRIGO SANDOVAL PEREZ		x				2
WILLIAM JUANG		x				1
CHRISTI GROSSMAN		x				1
ALICIA GARIBALDI			x			1
KAITLIN LE					x	1
OMAR DEL TORO					x	1
CARMEN [REDACTED]				x		1
LILIANA [REDACTED]				x		1
MAYTE [REDACTED]				x		1
IRIS [REDACTED]				x		1

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Wednesday of the month, 9am
--	---------------------------------

**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s); and
- Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

4 Parents/Community Members

1 Student (at least)