

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Life Academy of Health & Bioscience

Action Requested and Recommendation Adoption by the Measures N and H - College and Career Readiness Commission of the 2025-2026 Education Improvement Plan and Assessment for Life Academy of Health & Bioscience as "Approved," for a total amount not to exceed \$209,100.00.

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

N/A

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

Fiscal Impact Funding resource(s): Measure N and H

Attachments 1. 25-26 EIP Assessment
2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment (Year Three of Three-Year Cycle)

Life Academy

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis	Developing Analysis	Emergent Analysis	Unclear Analysis
Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards	4	3	2	1
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
<input type="checkbox"/> Meaningful reflection about progress toward strategic goals (whole school and pathway)				
<input type="checkbox"/> Clear articulation of connections between these reflections and new or adapted strategic actions				
<input type="checkbox"/> Evidence of progress toward pathway programs' quality standards				
Score: <u> 4 </u> Rationale: The EIP contains thorough and meaningful reflection in addition to specific strategic actions. Life Academy is working towards quality improvement and the EIP clearly reflects that work.	Suggestions for 25-26 Continued Progress Monitoring: A system to monitor progress in mathematics across course levels is advised.			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
<input type="checkbox"/> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> <input type="checkbox"/> Integrated Program of Study <input type="checkbox"/> Work-Based Learning <input type="checkbox"/> Integrated Student Support 				
<input type="checkbox"/> Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
<input type="checkbox"/> Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: <u> 4 </u> Rationale: Life Academy has a clear and consistent theory of action that informs decision making at the school. They have a vision for their program of study, WBL, and integrated student support. The school has robust progress monitoring systems and avenues through which action planning for improvement can take place.	Suggestions for 25-26 Continued Progress Monitoring: NA			



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

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026</p>	<p>FEEDBACK: Provide feedback only if the site receives a score of 3 or below.</p>			
<input type="checkbox"/> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
<input type="checkbox"/> Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
<input type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
<p>Score: <u> 4 </u> Rationale: Life Academy's budget indicates that the school is leveraging Measure H to sustain Linked Learning.</p>	<p>Suggestions for 25-26 Continued Progress Monitoring:</p>			

Final Recommendation

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

Rating¹: Approved

Strengths:

- ☐ The EIP reflects thorough reflections and specific areas of focus for the upcoming year.
- ☐ The strategic actions are student-centered.
- ☐ There are robust structures in place to support high quality teaching.
- ☐ Life has made strides in the area of theme integration in core academics.

Key Questions:

- ☐ There are two areas that have the potential to significantly improve program quality and student outcomes:
 1. Implementing a specific CTE scope and sequence that is aligned to the pathway theme
 2. Establishing a clear path for all students to reach Calculus

*What are Life's short term and long term visions for accomplishing these endeavors? What indicators will Life use to measure the impact once #1 and #3 have been implemented?

Budget Feedback:

- ☐ Life is maximizing their Measure H funds.

¹Fully Approved

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

Approved

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

Conditionally Approved

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

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

What	Suggested Lead	Deliverable	Date

Criterion 4 Evidence of Progress and Linked Learning Implementation

Category to be completed by High School Linked Learning Office

Instructions: Review the *Work-Based Learning template*, *EIP Presentation*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input type="checkbox"/> Program of Study	<p>For grade-level meeting time, how frequently does this happen? Who plans and facilitates those spaces?</p> <p>The school's "pathways" seem to be extracurricular. <i>What elements of health and bioscience and college and career readiness are integrated in the core curriculum?</i> If a CTE sequence is not in place with all students in it, there needs to be strong evidence (e.g., course outlines) of CTE and career-ready standards that are integrated in the core classes.</p> <p>Who are your post-secondary partners?</p> <p>Evidence of in-progress and planned integration in English classes. Is there evidence of project-based learning?</p>
<input type="checkbox"/> Work-Based Learning Plan	<p>How do you support career awareness and exploration for students, those interested in health careers, and others?</p> <p>Hospitals and other health settings offer "all the industries" - how might partnership with local orgs enable exploration of careers in law, HR, communications, etc.?</p>
<input type="checkbox"/> Master Schedule	<p>At Life Academy, who is the pathway lead teacher? Are there grade-level leads, too?</p>
<input type="checkbox"/> EIP Presentation	<p>Great to have students at the presentation!</p>

School Name:	Life Academy of Health & Bioscience	Site #:	335
Pathway Name(s):	Health & Bioscience		

School Description

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

School Mission and Vision

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

School Demographics

2023-2024 Total Enrollment Grades 9-12			258						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	55.8%	43.8%	98.1%	95.8%	29.1%	29.1%		28.7%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	3.9%		1.9%	93.4%			0.4%	0.4%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					English Learner (EL)			

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	91.5%	96.8%	91.5%	95.1%	TBD	92.0%			93.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	5.1%	3.2%	4.0%	0.0%	TBD	4.0%			3.0%
A-G Completion Rate (12th Grade Graduates)	83.3%	36.7%	85.0%	98.3%	TBD	90.0%			93.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	72.1%	72.1%	78.0%	61.3%	79.0%	80.0%			80.0%
9th Graders meeting A-G requirements	72.1%	72.1%	80.0%	61.3%	79.0%	80.0%			80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	4.8%	8.1%	5.0%	16.9%	71.2%	6.0%			10.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	50.8%	62.9%	35.0%	67.7%	58.2%	40.0%			60.0%
Percentage of 10th-12th grade students in Linked Learning pathways	99.5%	96.9%	100.0%	100.0%	60.2%	100.0%			100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%		0.0%	0.0%				
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	24.1%	31.7%	17.0%	TBD	TBD	18.0%			20.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	42.6%	46.7%	44.0%	TBD	TBD	46.0%			50.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	75.0%	93.3%	91.5%	93.8%	TBD	92.0%			93.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	25.0%	6.7%	4.0%	0.0%	TBD	4.0%			3.0%

A-G Completion - 12th Grade (12th Grade Graduates)	50.0%	18.2%	85.0%	92.3%	TBD	90.0%		93.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A			
On Track to Graduate - 9th Graders	75.0%	64.0%	78.0%	41.2%	88.9%	80.0%		80.0%
9th Graders meeting A-G requirements	75.0%	64.0%	80.0%	41.2%	88.9%	80.0%		80.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	12.5%	0.0%	5.0%	26.7%	41.7%	6.0%		8.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	25.0%	16.7%	28.0%	53.3%	40.0%	35.0%		40.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	95.7%	100.0%	100.0%	59.3%	100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%		0.0%	0.0%			
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	16.7%	54.5%	17.0%	TBD	TBD	18.0%		20.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	16.7%	27.3%	44.0%	TBD	TBD	46.0%		50.0%

ROOT CAUSE ANALYSIS

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

Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>	Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	91.5% graduation rate is a school strength and 6.5 percentage points higher than the CA state average. This is representative of significant work on the part of the counseling and MTSS teams, as we meet with families of students who are off track and work to support them toward adjusting their mindset and behaviors so that they might work toward graduation.	5.1% Drop out rate is a significant challenge. At a small school, where we have approximately 65 students in the senior class, we have the opportunity to ensure that every single student receives what they need to succeed toward a high school diploma. A barrier to this is the relative inexperience of our teaching staff. Due to a significant number of newer career teachers many teachers are working on the basics of structural practice and not able to offer a complex and rich experience for students, or differentiated supports for students.
A-G Completion - 12th Grade	83.3% of our seniors graduate having completed A-G requirements and therefore are eligible to apply to a CSU/UC.	Of the seniors graduating without A-G completeness, a large percentage of those seniors have IEPs that include credit reductions. This complicates our ability to ensure that they have completed A-G requirements. It highlights a major challenge for us: we need to figure out how to create the conditions and implement the strategies to ensure that our student with IEPs are able to access A-G readiness.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	77%-79% of our 9th graders are meeting A-G and are considered on track to graduate from high school. We have held relatively steady in this indicator, so no specific improvements have been made.	A significant challenge for us is bridging the gaps with the students and families who are new to the Life community in the 9th grade. We have strong connections with our middle school students that continue, we need to figure out or unlock how to ensure that the new folks in our community are held. It is these new students, who we do not yet know well, who tend to be off track in 9th grade.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	59.3% of Life Academy's students are leaving Life and pursuing some form of post secondary education. Post pandemic we have seen a dip in this percentage.	Because of the pandemic experience, the future feels less stable for kids than it once did. It is not something taken for granted. Therefore, kids are less engaged and committed to deepening the learning experience as it relates to post secondary dreams and plans. People's dreams, educators and students alike, have been irrevocably altered. We must hold a steady and kind course, supporting students in regaining the ground lost during distance learning (social emotionally and academically).

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	4.8% is an inaccurate reflection of the number of students participating in these experiences. A celebration in this area is the rebooting of our internship program post -COVID. We have a thriving partnership with HEAL/Highland Hospital through which 35 students have gained exposure to health careers through hands-on experiences such as shadowing doctors, nurses, and other clinicians; skills workshops; seminars; and field trips.	A challenge for us is to accurately enter the information about our students internship experiences in to Aeries so that we have actual reflection that is representative of the students participating in these experiences.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	42.9% A strength is that 56% of students in 11-12 grade at Life take dual enrollment courses. It is an important opportunity for students to engage in and for the majority of students, it prepares them for the rigors of college.	This year specifically, we found that courses held virtually were not successful. We are pivoting to offer only DE courses that are held at least partly in person.
Percentage of 10th-12th grade students in Linked Learning pathways	All of our students are enrolled in the Linked Learning pathway. As a small school this pathway is "wall to wall" and involves all students in grades 9-12.	Our charge is to ensure that students who enter Life Academy through our middle school are engaged in health and bioscience and through these engagement opportunities become genuinely interested in the sciences
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	We do not currently have a CTE program.	In the field of biotech and health care it has proven exceedingly challenging to find CTE teachers. This is likely due to the significant pay gap between the fields of education and healthcare/biotech.

PATHWAY QUALITY ASSESSMENT

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	<ul style="list-style-type: none"> - All 9th graders are invited to explore the sub-pathway options (healthcare, public health, biotechnology) and apply in the spring of 9th grade. There are no admission requirements other than a quality application - We maintain a full cohort structure 9-12 which allows for equitable, non-tracked academic experience. - We offer a variety of Dual Enrollment courses as early as 10th grade 	<ul style="list-style-type: none"> - The Life Academy Advisory Board has struggled to revamp post COVID, limiting our input and validation from our partners - With the significant turn over in teachers during and after the pandemic, we have also lost traction in some of our more robust curriculum and assessments. A major growth area is to work toward alignment and to re-establish the Defenses as public demonstrations of student learning. 	<ul style="list-style-type: none"> - Ensuring the smooth adoption of an aligned High School ELA curriculum is a next step that we are looking forward to embracing. - Moving back toward having all teachers of Humanities do one unit based around a book that is directly linked to our pathway theme is a clear next step - Continuing the strong coaching work we have with all teachers to ensure that teaching and learning is a central and supported focus of Life Academy.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	<ul style="list-style-type: none"> - Life has re-established our internship class and student internship expectations in the post-COVID era - 100% of Life's juniors and seniors are either engaged in an internship or taking a Dual Enrollment class, or in the case of 60% of our students, both. - We have hired a Work Based Learning Coordinator to support in re-establishing our relationships with internship partners and ensuring that students have access to internship opportunities and work based learning outside of Life. 	<ul style="list-style-type: none"> - With the teacher turnover post COVID we have struggled to identify the teacher who is passionate about holding internship class and will take this on with the alacrity that it deserves. - We have had limited conversations with many of our internship partners and we need to be in more continuous communication with them., 	<ul style="list-style-type: none"> - Our Community School Manager will take on a more active role in supporting internship classes. The CSM will convene the internship team (teachers, work based learning coordinator, counselor) and facilitate 2x monthly meetings to ensure we are progressing toward our ambitious goals. The CSM, with the work based learning coordinator, will manage the onboarding meetings for new partners and will visit 80% of our internship sites within the 23-24 school year.

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	<ul style="list-style-type: none">- Our school counselor is very skilled at ensuring students are aware of their transcripts and their post-secondary plans.- Our sub-pathways are strongly driven by student leadership -- students lead the way for events, and development of pathway projects and workshops.- Our advisory program provides protected space 4 days/week for social emotional growth and development- Students have access to a strong cadre of mental health specialists and supports- Our MTSS systems are rooted in Restorative practices and seek to take a humanizing path with students	<ul style="list-style-type: none">- We could do more to offer the individualized academic support that our students need and require, especially when it comes to literacy development and math proficiency.- Social emotional skill development is inconsistent in advisory spaces -- there is much training to do for advisors to become proficient in teaching students social-emotional skills.	<ul style="list-style-type: none">- Individualized academic supports are a huge priority for us, especially with younger students who have skill gaps in literacy and math. We want to build a more robust program to support students who have not yet demonstrated mastery around key standards in literacy and math.
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			
Goal #1: By 2026	By 2026 all humanities classes will have a unit dedicated to a text that is aligned with our pathway themes (healthcare, public health, bioscience/technology). This unit will engage students in the topics and themes within this pathway through a close examination of the text, strengthening both student ELA skills at the same time that students are deepening their understanding of the pathway themes. Students will be surveyed before the unit and after the unit to measure student growth in familiarity with the pathway topics. The student responses will be analyzed by the high school team once per year and the data will be used to inform improvements in the units.		
Goal #2: By 2026	By 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. For those enrolled in internships and work based learning opportunities, students will reflect on their learnings and growth related to their internship through pre, during and post surveys held in the internship class. This data will be used to modify our program and ensure that internship placement sites are high quality.		
Goal #3: By 2026	By 2026, all students will be prepared to take higher level math courses (AP Calc, AP Stats, or Dual Enrollment Calc/Stats) by senior year. As a health and bioscience pathway school, we want to ensure that students are adequately prepared to pursue higher level science courses, as well as access grade level science work in their upper science level courses (physics and chemistry). This requires mastery of Algebra I and Algebra II, at least. We seek to achieve this mastery by creating a course sequence that will allow for upper level math access (e.g., double math courses in 10th or 11th grade), as well as addressing our students foundational math skill gaps. We seek to address these foundational math skill gaps by investing in an assessment system through Renaissance Education (STAR Assessments) and integrating its corresponding intervention program (Freckle) into our classes, grades 6-9. We will closely track units of study across lower level math courses for the next few years to ensure mastery of the foundational concepts that students will need to be on track to enter senior year prepared for higher level math courses.		
Pathway Strategic Actions			
Strategic Actions for 2023-24 What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?			
Strategic Actions for Goal #1	By June 2023 Humanities department will collectively discuss potential texts that meet the criteria outlined in the goal. Each grade level will select a text.		
	By Fall 2023 Humanities teachers, with support from their coaches, school leaders, and a lead humanities teacher will build out an ELA standards aligned unit that also has a strong bend toward the themes and topics of the pathway (healthcare, public health, bioscience/technology). The unit plans will use the Understanding By Design framework and will be evaluated by coaches and school leaders upon their completion.		
	In the 23-24 school year 50% of the high school Humanities teachers will teach the pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.		
	In the 24-25 school year 100% of high school Humanities teachers will teach these pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.		
Strategic Actions for Goal #2	By June 2025 student assessment data from the units will be analyzed and adjustments made to the units for 100% implementation in 25-26.		
	By fall 2023 we will have hired (or selected from our current staff) an internship teacher who is dedicated to supporting the growth/development of our internship program and who has the innovative mindset needed to ensure that this program, over the next 3 years, returns to its thriving pre-pandemic state.		
	By fall 2023 we will have an internship team in place. This team will include the internship teacher, the HEAL/Medical Assisting teachers, the Work Based Learning Coordinator, the Community School Manager and a co-principal and will meet monthly to assess the efficacy of the class, the curricular pieces and to assess internship placements for students.		
	By September 31, 2024 all students in the internship class will have a resume and cover letter and will have applied to at least 2 internship programs/work based learning opportunities. 100% of students in the internship class will all show mastery of professional email communication		
	In 2024-25, 75% of students in the junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly.		
	In 2025-26, 100% of students in their junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly.		

Strategic Actions for Goal #3	By Fall 2023, all students in grades 9 - 12 will have completed a Renaissance STAR math assessment to determine specific gaps in their math skills. By Winter 2023/24, teachers will be trained and proficient in utilizing Renaissance Freckle programming to integrate intervention strategies (spiraling, individualized practice modules) to fill in gaps in math skills for students. Students will take this assessment again the spring of 2024 to track progress and growth.					
	In Fall 2023, Clare Green (instructional coach) will train/support math teachers on interpretation of assessment data, use of intervention programming, and spiraling skills for intervention into daily lesson plans.					
	In Fall 2023, the math department will attend a special "alignment" retreat to ensure that they are trained on and aligned around the use of assessment data and intervention programming.					
Budget Expenditures						
2023-2024 Budget: Enabling Conditions Whole School						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Pupil Support Salaries / Counselor: Hire a Counselor, at .10 FTE. The Counselor will ensure that Life Academy has a full time college and career counselor to serve our students. This expenditure allows for a specific portion of the counselor's duties to be dedicated to internship and work based learning support, pathways activities, dual enrollment pathways support, ensuring that all students who are off track have a 1:1 meeting with their school counselor to explore options for making up needed credits. This specific expenditure impacts 100% of the students in our pathway programming and serves to move us toward our 3 year goal, specifically in the realm of bolstering our internship program and supporting a strong internship team to rebuild this essential element of our school post-COVID. PCN 1793 Rodrigo Sandoval (Salary and Benefit costs included)	\$11,809.68	1205	Pupil Support Salaries / Counselor	Counselor	.10 FTE	Health & Bioscience
Teacher Salaries: Hire an Internship Teacher, at .40 FTE. The Internship Teacher will ensure that all juniors have an internship class (2 sections will be taught.) In the internship class students are supported in learning the professional skills needed to engage in internships, work based learning and job shadowing experiences, and supported in finding and applying to their internship sites. These skills (resume and cover letter writing, professional email skills, interview skills, etc) will prepare students for success in their internships and the course will also provide one on one direct support to students as they research, apply for and interview for opportunities. Finally, the course will hold the reflection process for students so that they can internalize the new skills they have developed through their internships, work based learning and job shadowing experiences. By 2025 this will impact 100% of our juniors. PCN 2663 Alice Cheng (Salary and Benefit costs included)	\$33,044.47	1105	Teacher Salaries	TCHR STR ENG	.40 FTE	Health & Bioscience

Teacher on Special Assignment School: Hire a TSA 11 month, at .30 FTE. Clare Green, instructional coach for pathways. This specific expenditure will ensure that Life Academy has an instructional coach/leader that is dedicated to supporting our growth in goals #1 (humanities integration of pathway themes and texts) and #3 (student prepared to take higher level math courses). 30% of this coach's time will be dedicated to supporting the implementation of these action steps toward strengthening out pathway alignment in humanities and the strength of our math program. This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts and opportunities in math courses that will address skill gaps, promote mastery and prepare students for upper level math courses (which are prerequisite for careers in healthcare and biotechnology). PCN 6895 Clare Green (Salary and Benefit costs included)	\$42,905.73	1119	Teacher on Special Assignment School	TSA Class 11	.30 FTE	Health & Bioscience
Teacher Salaries: Hire an 11th Grade Humanities Teacher, at .20 FTE. This expenditure will ensure that Life Academy has a specific humanities instructor who would spend a dedicated part his day towards supporting our growth in goals #1 (humanities integration of pathway themes and texts). 20% of this teacher's time will be dedicated to researching, designing, and implementing curriculum that explicitly connects humanities and science through texts like <i>The Immortal Life of Henrietta Lacks</i> (for example). This will impact 100% of pathways students in the next 3 years by ensuring that they have engaging, relevant and pathways aligned texts that deepen our students' interdisciplinary skills and prepare them for a balanced and contextualized study of health and bioscience. PCN 7927 Jose Gil (Salary and Benefit costs included)	\$16,233.11	1105	Teacher Salaries	TCHR STR ENG	.20 FTE	Health & Bioscience
Clerical Salaries Overtime: ET/OT for Classified Support Staff to take on additional work streams in order to re-establish the Life Academy pathway internship program. Duties included: organize and facilitate pathway specific field trips, events, public speakers/panels, and support the conferences linked to our three Academy themes (health care, biotech, public health). Organize and facilitate family meetings each marking period for students who are off track to identify additional support services needed to ensure student success. These services will impact all students in grades 10th-12th grades and increase student engagement as they are directly related to providing ample opportunities for students to have hands-on, outside of school experiences related to their areas of interest and passion. Salary and Benefits costs included)	\$10,000.00	2425	Clerical Salaries Overtime			Health & Bioscience
Bus Passes: to purchase AC Transit and/or BART Tickets to provide transportation for specific pathway health-related job shadowing, field trips, pathway aligned college visits, etc.	\$6,530.00	5820	Bus Passes			Health & Bioscience
Teacher Salaries Stipends: Extended Contracts for 8 Instructional Leadership Teachers/Staff to attend 2 extra days of professional development work. The 2 extra days will be at the beginning of the year and late summer to design and plan the professional learning plan for the teaching staff to center around pathway and post-secondary success for students. Compensation: 16 hours at \$38.50 per hour + 25% benefit costs = \$770.00 x 8 teachers = \$6,160.00 (Salary & Benefit Costs include)	\$6,160.00	1120	Teacher Salaries Stipends			Health & Bioscience
Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "The Farm" venue for staff to attend an Life Academy retreat at the beginning of the year to continue our work on vertical alignment and pathway integration to increase student engagement in courses and pathways programming. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental for August 1-2, 2023: \$2,500.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.	\$2,500.00	5624	Rentals - Facility			Health & Bioscience

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

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal

Check in on 3-Year Goals

For each 3-year goal, answer:

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

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

<p>By 2026 all humanities classes will have a unit dedicated to a text that is aligned with our pathway themes (healthcare, public health, bioscience/technology). This unit will engage students in the topics and themes within this pathway through a close examination of the text, strengthening both student ELA skills at the same time that students are deepening their understanding of the pathway themes. Students will be surveyed before the unit and after the unit to measure student growth in familiarity with the pathway topics. The student responses will be analyzed by the high school team once per year and the data will be used to inform improvements in the units.</p>	<p>We are on track to meet this goal by 2026. Now, in spring 2024, we are halfway toward this goal, and within that half we are striving for quality and refinement. In 2023-24 we added 4 sections of a course called "Science Reading" in grades 9-10 for students who do not need reading intervention. In this course, students focus on the themes of our Academy through reading non-fiction texts about public health, biotech and healthcare. Students are therefore exposed to deeper thinking, discourse and writing about these themes, including a major research project on a theme of their choice.</p> <p>Students in these four sections were surveyed at the beginning of the course about their familiarity with these pathway themes and they will be surveyed again in April to measure growth in familiarity. The team will then analyze the results to make improvement in text choice, learning processes and assessments.</p> <p>In preparation for 2024-2025 our 9th grade team has designed an integrated unit around The Immortal Life of Henrietta Lacks, a text that brings together all three of our pathway themes. In preparation for 2024-2025 our 10th grade team is designed an integrated unit about diagnosing difficult diseases. In 11th grade we will do a similar unit, based around a text that has not yet been determined (as of March). In 12th grade 2024-2025 students will engage in an pathway themed unit in their humanities class</p>
<p>By 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. For those enrolled in internships and work based learning opportunities, students will reflect on their learnings and growth related to their internship through pre, during and post surveys held in the internship class. This data will be used to modify our program and ensure that internship placement sites are high quality.</p>	<p>We are on track to meet this goal by 2026. In 2024-2025 we were able to re-establish a strong internship program with two teachers holding a section each of the course, one for the Highland specific internship cohort, and one for the students enrolled in a variety of other internship programs. 80% of our juniors were successfully enrolled in offsite internships this year. The other 20% of students were engaged in on site internship style experiences (with the afterschool program, for example) to approximate an internship, although these were not as high quality as the offsite experiences.</p> <p>Continuing to build out and develop the internship program remains a focus for us. This year we have benefitted from a part time work-based learning coordinator who has increased the number of applicants to programs (school year internship, work-based learning and summer programs) through direct support to both students and families. This work was supported students in grades 9-12. The work-based learning coordinator, the co-principal over the Academy, the Community School Manager and the internship teacher meet in twice monthly collaborations.</p> <p>Our next step is to consider how we can use our afterschool program to partly fund an internship coordinator, whose job it would be to both ensure students are connected to experiences in the community, to visit work-based learning and internships sites and to continue to cultivate new internship connections. Have a more full time person dedicated to this work will support us in regaining ground in our internship programming.</p> <p>Developing a mentorship program is another venue for us to see connection between our students and industry professionals. We have a burgeoning relationship with Kaiser, and one area for further exploration with them is in small group mentorship for students who are on track toward a career in healthcare. Kaiser is also interested in focusing on underclassmen (8-10) which provides us with an opportunity to develop further opportunities in grades 9-10.</p>
<p>By 2026, all students will be prepared to take higher level math courses (AP Calc, AP Stats, or Dual Enrollment Calc/Stats) by senior year. As a health and bioscience pathway school, we want to ensure that students are adequately prepared to pursue higher level science courses, as well as access grade level science work in their upper science level courses (physics and chemistry). This requires mastery of Algebra I and Algebra II, at least. We seek to achieve this mastery by creating a course sequence that will allow for upper level math access (e.g., double math courses in 10th or 11th grade), as well as addressing our students foundational math skill gaps. We seek to address these foundational math skill gaps by investing in an assessment system through Renaissance Education (STAR Assessments) and integrating its corresponding intervention program (Freckle) into our classes, grades 6-9. We will closely track units of study across lower level math courses for the next few years to ensure mastery of the foundational concepts that students will need to be on track to enter senior year prepared for higher level math courses.</p>	<p>With dwindling resources we are furthest from realizing this vision. In 2023-24 we were able to add an additional math teacher to our staff whose focus was on supporting students with significant skill gaps. We had to eliminate this position for the coming school year (24-25) and our total math teaching staff in the high school will be 2.5, which is a small team with which to achieve this goal of double math in order to support progress toward upper level math. However, we have made progress on addressing our students' foundational math skill gaps through a new assessment and computer adaptive personalized learning platform (Renaissance Education STAR Assessments and the corresponding intervention program, Freckle) into our classes, grades 6-11. We also have an excellent Algebra 1 teacher who has significantly improved our student mastery of the foundation work of high school math. Despite these gains, we do not have the staffing to offer the number of math classes needed to reach this goal while still remaining in contract.</p> <p>Of course, upper level sciences are reliant on mastery of upper level math, and so our school's mission, to support students in preparation for careers in healthcare, rely on student access to math courses. One approach that we have historically used, is to hold dual enrollment courses at our site for upper level math, including college level statistics and calculus. As our students become more developed as mathematicians, this may again become a strong option for supporting upper level math mastery at our site.</p>
Pathway Strategic Actions Reflection	
2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
<div>23-24</div> <p>By June 2023 Humanities department will collectively discuss potential texts that meet the criteria outlined in the goal. Each grade level will select a text.</p> <p>By Fall 2023 Humanities teachers, with support from their coaches, school leaders, and a lead humanities teacher will build out an ELA standards aligned unit that also has a strong bend toward the themes and topics of the pathway (healthcare, public health, bioscience/technology). The unit plans will use the Understanding By Design framework and will be evaluated by coaches and school leaders upon their completion.</p>	<p>We are on track to meet goal #1 by 2026, although we have not followed these timelines offered in these strategic actions.</p> <ul style="list-style-type: none"> All teachers in all content areas are using interim assessments three times a year. These assessments are generated by departments and scored collectively, with analysis done as a team. Patterns around unfinished learning, based on data analysis, are addressed by the departments and lessons are collaboratively developed to do so. We have integrated texts in grades 9-10, we have an identified text in grade 12, and still need to identify a text for grade 11. Our Senior Capstones are 100% related to our Academy themes, and students are engaging with a variety of topic-specific texts accordingly, we do not have a single pathway specific text integrated into grade twelve's humanities course. <p>In order to meet the goal by 2026 we need to</p> <ul style="list-style-type: none"> Engage new incoming 11 grade humanities teacher in selecting a text and creating a UBD plan for this text over the 2024 summer. Continued support of all humanities teachers in developing / refining strong curriculum for these pathways aligned units

Strategic Actions for Goal #1	In the 23-24 school year 50% of the high school Humanities teachers will teach the pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.	One reason for our lack of alignment to the proposed timeline is teacher buy in and turn over. In 2024-2025 we had 2 teachers in upper grades humanities who were on their way out and not interested in developing new unit or piloting new approaches. Recently, our Academy team did attend a workshop at the CPA conference about increasing buy in to the Academy and we look forward to implementing some of these ideas in the coming months and new school year.
	In the 24-25 school year 100% of high school Humanities teachers will teach these pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.	
	By June 2025 student assessment data from the units will be analyzed and adjustments made to the units for 100% implementation in 25-26.	
23-24 Strategic Actions for Goal #2	By fall 2023 we will have hired (or selected from our current staff) an internship teacher who is dedicated to supporting the growth/development of our internship program and who has the innovative mindset needed to ensure that this program, over the next 3 years, returns to its thriving pre-pandemic state.	We are on track to meet (or have met) all of the strategic actions toward this goal. We have 2 dedicated teachers for internship class and over 75% of our juniors successfully engaged in off site internships.
	By fall 2023 we will have an internship team in place. This team will include the internship teacher, the HEAL/Medical Assisting teachers, the Work Based Learning Coordinator, the Community School Manager and a co-principal who meet twice monthly to assess the efficacy of the class, the curricular pieces and to assess internship placements for students.	We will have an internship team in place. This team will include the internship teacher, the HEAL/Medical Assisting teachers, the Work Based Learning Coordinator, the Community School Manager and a co-principal who meet twice monthly to assess the efficacy of the class, the curricular pieces and to assess internship placements for students.
	By September 31, 2024 all students in the internship class will have a resume and cover letter and will have applied to at least 2 internship programs/work based learning opportunities. 100% of students in the internship class will all show mastery of professional email communication	Our processes for surveying students about their experiences should be improved in the coming year so that we can gather helpful information and shift our programming based on it. We have gathered information this year, and will continue to do so, but it is less actionable than is ideal and so we will refine our data collection processes.
	In 2024-25, 75% of students in the junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly.	Our goals for the curriculum of the Internship class are still in need of support. For example, the strategic action around students showing mastery of professional email communication is one that we have worked on. However, curricularly, we need to continue to refine and expand our approaches to teaching professional communication in a more embedded manner. Meaning, this work should not be held singularly in our internship class, but should be more of a whole Academy approach.
	In 2025-26, 100% of students in their junior year will have internships. They will do pre, during and post surveys so that we can assess the quality of their internship experiences. The internship team will examine data three times per year and make adjustments accordingly.	
23-24 Strategic Actions for Goal #3	By Fall 2023, all students in grades 9 - 12 will have completed a Renaissance STAR math assessment to determine specific gaps in their math skills. By Winter 2023/24, teachers will be trained and proficient in utilizing Renaissance Freckle programming to integrate intervention strategies (spiraling, individualized practice modules) to fill in gaps in math skills for students. Students will take this assessment again the spring of 2024 to track progress and growth.	All students in grades 6-12 have complete the Renaissance STAR math assessment in fall and winter, to determine specific gaps in their math skills. By Winter 2023/24, all Life math teachers were trained and proficient in utilizing Renaissance Freckle programming to integrate intervention strategies (spiraling, individualized practice modules) to fill in gaps in math skills for students. We are on track for all students to take this assessment again the spring of 2024 to track progress and growth.
	In Fall 2023, Clare Green (instructional coach) will train/support math teachers on interpretation of assessment data, use of intervention programming, and spiraling skills for intervention into daily lesson plans.	Not all math teachers are completely prepared to interpret assessment data or use intervention programming independent of coaching support, nor are they prepared to independently spiral skills for intervention into daily lesson plans. However, 3/5 teachers are able to do these things independently, and we are able to position an instructional coach to continue to support the 2/5 who need continued direct support toward this goal.
	In Fall 2023, the math department will attend a special "alignment" retreat to ensure that they are trained on and aligned around the use of assessment data and intervention programming.	Although we were unable to make a specific retreat happen, and this would provide positive net benefit, we have been able to gain significant traction in the math department through our focus on the problem of practice and strong department facilitation.
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		

Goal #1: By 2026	By 2026 all humanities classes will have a unit dedicated to a text that is aligned with our pathway themes (healthcare, public health, bioscience/technology). This unit will engage students in the topics and themes within this pathway through a close examination of the text, strengthening both student ELA skills at the same time that students are deepening their understanding of the pathway themes. Students will be surveyed before the unit and after the unit to measure student growth in familiarity with the pathway topics. The student responses will be analyzed by the high school team once per year and the data will be used to inform improvements in the units.	New or Revised Strategic Actions for Goal #1	By June 2024 grades 9 and 10 Humanities will both have integrated units based around a text (or texts) that introduce our students to the themes of the Academy. The Immortal Life Henrietta Lacks in 9th grade Humanities/Health & Bioscience and Every Patient Tells A Story in 10th grade Physiology/Science Reading.
	By June 2024 the new teacher of 11th grade Humanities will have been engaged in a process to identify a text that aligns with the themes of the Academy (although this may not be taught until 2025-2026).		
	In the 24-25 school year 50% of the high school Humanities teachers will teach the pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.		
Goal #2: By 2026	By 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. For those enrolled in internships and work based learning opportunities, students will reflect on their learnings and growth related to their internship through pre, during and post surveys held in the internship class. This data will be used to modify our program and ensure that internship placement sites are high quality.	New or Revised Strategic Actions for Goal #2	In the 2024-2025 school year, student engagement with the themes of the pathway outside of their science classes will increase. This will be measured by our yearly student culture survey. Our February 2024 survey indicated that 95% of students believe that our pathway programming provides opportunities to learn new, exciting things. We will work to maintain this high rating and our next round
	In 2024-25, 75% of students in the junior year will have high quality internships. In 2025-26, 100% of students in their junior year will have high quality internships		
	In 2024-2025 we will add 2-4 new high quality internship or work based learning sites related to biotechnology/bioscience so that a minimum of 8 students can have off site experiences related these industries.		
Goal #3: By 2026	By 2026, all students will be prepared to take higher level math courses (AP Calc, AP Stats, or Dual Enrollment Calc/Stats) by senior year. As a health and bioscience pathway school, we want to ensure that students are adequately prepared to pursue higher level science courses, as well as access grade level science work in their upper science level courses (physics and chemistry). This requires mastery of Algebra I and Algebra II, at least. We seek to achieve this mastery by creating a course sequence that will allow for upper level math access (e.g., double math courses in 10th or 11th grade), as well as addressing our students foundational math skill gaps. We seek to address these foundational math skill gaps by investing in an assessment system through Renaissance Education (STAR Assessments) and integrating its corresponding intervention program (Freckle) into our classes, grades 6-9. We will closely track units of study across lower level math courses for the next few years to ensure mastery of the foundational concepts that students will need to be on track to enter senior year prepared for higher level math courses.	New or Revised Strategic Actions for Goal #3	In 2024-2025, our Internship Team will continue to meet twice monthly to build the capacity of our internship program, problem solve emerging issues and to ensure administrative alignment. Among team members, we will visit 100% of internship sites during the school year.
	Continued use of Freckle as a personalized learning platform for students to support students in practicing skill sets and completing unfinished learning in foundational math. Continued use of the Renaissance STAR math assessment to support teachers in identifying areas of needed support for lesson and classroom design. Emphasis on building data-driven culture amongst students – getting them		
	In Fall 2024, the math department will attend a special "alignment" retreat to look at assessment results to establish intervention programming processes, or course corrections for the first semester. This will be an opportunity for all members of the math team to build their instructional skills and classroom design skills in order to meet the emerging needs to their students.		
Developing a collective, strategic math vision in line with the vision of our pathway. This includes bringing together a diverse set of stakeholders (teachers of all subject areas, school leaders, students, and families) to build out a common vision for math culture and instruction at Life Academy. This will lead to the creation of a "math cadre," a group who will take that vision and set benchmarks to be			
Developing a stronger math culture at Life Academy, that includes regular "cultural" events to bring math into focus as a central part of the academic experience. This includes programming family/cultural math nights, and organizing student math town halls and competitions throughout the year.			
Continued strong facilitation of the math department -- we have a strong department leader who is dedicated to carrying through our vision for stronger math culture and instruction for many years. We will continue to invest in their development as a math instructor as well as an instructional leader.			

Budget Expenditures			
Effective July 1, 2024 - June 30, 2025			
2024-2025 Budget: Enabling Conditions Whole School			

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal, at .20 FTE. This expenditure will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation. PCN 6304 Alykhan Boolani (Salary and Benefit costs included)	\$43,770.86	1305	Supervisor, Administrative, Instruction Coaches Salaries	PRIN HS SML	0.20 FTE	Health & Bioscience	Approved	
Hire 1 Pathway Coach, at .50 FTE to work at Life Academy. The Pathway Coach will support the alignment of the pathway to the 2023-26 College and Career for All and Linked Learning Quality Standards. Additional duties include: increasing the instructional capacity of pathway team to build quality collaboration that focuses on the instructional core and 3 domains of Linked Learning; and addressing systemic solutions on site and at the district level that support continued pathway development. This is a full-time position that is split-funded with other resources including 0.25 FTE of central Measure H and 0.25 FTE of grant funding (CTEIG). PCN 10309 - C. Green (Salary & Benefit Costs Included)	\$83,090.51	2305	Supervisor, Administrative, Instruction Coaches Salaries	Pathway Coach	0.5	Health & Bioscience	Approved	
Hire a CTE Teacher at .1 FTE for a total 0.2 FTE to teach CTE Introduction to Mental and Behavioral Health (course 7960) This introductory course is designed to provide students the necessary foundational technical skills of Health Sciences. Students will be introduced to the requirements of working in mental and behavioral health occupations, understanding, diagnosis and treatment of an individual's emotional, psychological, and social aspect of maintaining and or achieving wellness. This position will impact 30 of our Pathway students in grades 11-12. The remaining 0.1 FTE is funded in row 136 of the 24-25 Whole School tab. New Hire, PCN TBD (Salary and benefit cost included)	\$12,500.00	1105	Teacher Salary	CTE Teacher	0.1	Health & Bioscience	Approved	
Teacher Salaries Stipends: Extended Contracts to pay Science Academy Teachers to strengthen the pathway integrated curriculum in the following places: Biology/Humanities 9, Chemistry/Humanities 10, Science Reading 9 and Health & Bioscience, Science Reading 10 and Chemistry, Science Reading 10 and Physiology, Physics/Humanities 11. Grades 9-11 directly impacted, a total of 190 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)	\$8,662.50	1120	Teacher Salary Stipends	None		Health & Bioscience	Approved	

Teacher Salaries Stipends: Extended Contracts to pay Math Academy Teachers to create integrated and pathway aligned curriculum with science teachers, specifically 1 integrated project per semester. Grades 9-11 directly impacted, a total of 195 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)	\$8,662.50	1120	Teacher Salary Stipends	None		Health & Bioscience	Approved	
Teacher Salaries Stipends: Extended Contracts to pay Humanities Academy Teachers to meet and plan throughout the school year. Their pathway aligned objective is in support of Strategic Goal #1 (integration of pathway themed text/unit in all grades 9-12). Grades 9-12 directly impacted, a total of 260 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)	\$8,662.50	1120	Teacher Salary Stipends	None		Health & Bioscience	Approved	
Teacher Salaries Stipends: Extended Contracts for 8 Instructional Leadership Teachers/Staff to attend 2 extra days of professional development work. The 2 extra days will be at the beginning of the year and late summer to design and plan the professional learning plan for the teaching staff to center around pathway and post-secondary success for students. Compensation: 16 hours at \$38.50 per hour + 25% benefit costs = \$770.00 x 8 teachers = \$6,160.00 (Salary & Benefit Costs include)"	\$6,160.00	1120	Teacher Salary Stipends	None		Health & Bioscience	Approved	
Professional Contracted Bus Services: Charter bus rentals for pathway students to attend College and Career Exploration visits or trips to explore pathways themes outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. Also to explore college programs in biotech, public health and healthcare, including college and university programs in pre-medical fields. This allocation will impact 100% of pathway students.	\$16,301.13	5826	Professional Contracted Bus Services	None		Health & Bioscience	Approved	
Rentals - Facility: This expenditure will provide funds to pay for the rental fees of a venue for staff to attend a Life Academy curriculum building and vertical alignment retreat to ensure stronger alignment to our Academy themes and to rebuild our 10th grade Defense project with the new Academy teachers. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental in FY 2024-25, for 7 teachers: \$5,000.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.	\$5,000.00	5220	Rental Facility	None		Health & Bioscience	Approved	
Supplies & Materials: to purchase supplies and materials for our pathways classes. The supplies and materials are required to directly engage students in pathway aligned learning projects. This will include supplies and materials for students in healthcare and biotech pathways programming to work on industry experimental skills and procedure following, hands-on investigation and have the items needed so that they can practice the clinical skills they are learning through pathway programming.	\$1,500.00	4310	Supplies & Materials	None		Health & Bioscience		Conditionally Ap...
Books - other than Textbooks: In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide this book to each student in the pathway. In addition to the core text, this expenditure will also support the purchasing of supplemental books to inform the unit (for example, if teaching Rebecca Skloot's The Immortal Life of Henrietta Lacks, this expenditure will not only provide copies of the book for all students, but may also provide the teacher with the literature guide for this book, several Spanish versions of the book, a graphic novel version of the book). 100% of pathways students will be engaged in this unit through their humanities class.	\$2,000.00	4200	Books Other Than Textbooks	None		Health & Bioscience	Approved	

Rentals - Facility: This expenditure will provide funds to pay for the rental fees of a retreat center venue for staff to attend a Life Academy retreat near the beginning of the year (September 19-20) to continue our work on vertical alignment and pathway integration to increase student engagement in courses and pathways programming. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. One night / 2 day rental for September 19-20, 2024, for all high school affiliated staff (20 people x \$235): \$4700.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines.*	\$4,500.00	5220	Rental Facility	None		Health & Bioscience	Approved	
Enterprise Car Rental for our annual junior college field trips to ensure that 100% of our juniors have the opportunity al visit, at minimum, 3 colleges or universities with programs aligned to the themes of our Academy: healthcare, public health and bioscience.	\$5,000.00	5826	Rentals	none		Health & Bioscience	Approved	
Teacher Salaries Stipends: Extended Contracts to pay 6 credentialed Pathway Leadership Team members to meet at the beginning of the year for a planning retreat, and two times monthly to plan guest speakers from Academy affiliated industries, field trips, motivational activities for pathways students, job shadowing and internships, mentorship and to ensure that the student leadership program and student co-chairs of that program are being well supported in alignment to the goals of the Academy. Grades 9-12 directly impacted, a total of 250 students. 5 hours (one retreat) + 3 hours x 9 months (twice monthly meetings) = 32 hours/teacher @ 38.5 + 25% benefit costs = 1,232 + 25% benefit costs = \$1540 per teacher x 6 teachers = total \$9240 (Salary & Benefit Costs included)	\$9,240.00	1120	Teacher Salary Stipends	none		Health & Bioscience	Approved	

2025-2026: YEAR THREE

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal

Check in on 3-Year Goals

For each 3-year goal, answer:

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

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

By 2026 all humanities classes will have a unit dedicated to a text that is aligned with our pathway themes (healthcare, public health, bioscience/technology). This unit will engage students in the topics and themes within this pathway through a close examination of the text, strengthening both student ELA skills at the same time that students are deepening their understanding of the pathway themes. Students will be surveyed before the unit and after the unit to measure student growth in familiarity with the pathway topics. The student responses will be analyzed by the high school team once per year and the data will be used to inform improvements in the units.

We have fully integrated non-fiction pathway themed texts into grade 9 and grade 12 (our bookends!). In 9th grade, students are reading portions of The Immortal Life of Henrietta Lacks (Rebecca Skloot) in their English class and in their Biology course students are learning about the immortal cell line (the HeLa) and discussing the ethical issues that arise with medical research. In 12th grade students are reading The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures (Anne Fadiman) and approaching the issues of cultural conflict that obstructed the treatment of a Hmong child with a severe form of epilepsy. We have achieved this goal in two of our grade levels, and we have clarity about how to move forward in a third grade level. We will accomplish this goal in 3 of 4 grade levels by 2026, and will have laid the groundwork for a final grade level to integrate a text by 2027.

Progress has been supported through collaborative planning supported through the Pathway Coach, and the collaborative design of the related assessment.

By 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. For those enrolled in internships and work based learning opportunities, students will reflect on their learnings and growth related to their internship through pre, during and post surveys held in the internship class. This data will be used to modify our program and ensure that internship placement sites are high quality.		<p>Since pre-COVID, we have consistently been rebuilding our internship program. We have a model now where 50% of our students are enrolled in the Highland Hospital HEAL program where they attend one day per week. On the other days, they are enrolled in an accompanying Dual Enrollment course in Medical Assisting. The goal is that the course content reinforced the skills they need and are learning in their on-site internship at Highland Hospital. The students enrolled in this internship program have expressed an interest in health care, and this internship allows for them to experience aspects of working in the health care system and they are exposed to multiple careers within a county hospital.</p> <p>The other 50% of our juniors are currently enrolled in an internship class that meets three days a week and supports them in developing the professional skills needed to apply for an internship or job (professional emailing, presenting oneself to an adult, asking thoughtful questions, etc). These students have more varied interests and through the class they research and identify multiple internships, apply to them and enter an internship for 2 days a week. This half of our student body is receiving, overall, less quality experience and there is less coherence between their Life support class and their internship.</p> <p>In both sections students have taken (and will continue to take) pre, during and post internship surveys so that we can gather data on the ways in which their internships are supporting their growth, understanding of post secondary careers. The data shows that students in the healthcare specific internship section have stronger outcomes than the students in the section though which miscellaneous internships are acquired.</p> <p>The success in the healthcare internship class has been supported by the model, through which all students are enrolled in the same internship program (a program that is long standing and well staffed). Grouping students in this way allows for more consistent partnership with the internship site. Furthermore, the pairing of the internship with the Dual Enrollment course allows for aligned skill development so students experience this as a trajectory through which they are gaining important, related skill sets.</p>	
By 2026, all students will be prepared to take higher level math courses (AP Calc, AP Stats, or Dual Enrollment Calc/Stats) by senior year. As a health and bioscience pathway school, we want to ensure that students are adequately prepared to pursue higher level science courses, as well as access grade level science work in their upper science level courses (physics and chemistry). This requires mastery of Algebra I and Algebra II, at least. We seek to achieve this mastery by creating a course sequence that will allow for upper level math access (e.g., double math courses in 10th or 11th grade), as well as addressing our students foundational math skill gaps. We seek to address these foundational math skill gaps by investing in an assessment system through Renaissance Education (STAR Assessments) and integrating its corresponding intervention program (Freckle) into our classes, grades 6-9. We will closely track units of study across lower level math courses for the next few years to ensure mastery of the foundational concepts that students will need to be on track to enter senior year prepared for higher level math courses.		<p>We are still in pursuit of this goal, but have made notable progress. This year, we've doubled down on our curricular work, ensuring that we are appropriately utilizing the Illustrative Mathematics curriculum in grades 6-12. Our math department team has spent a whole lot of time pursuing Lesson Study Design as a method for investigating how to best utilize our curriculum to meet our students needs and remain focused on grade level work. We have become more effective at using the data produced from the Renaissance platform (STAR Assessment and Freckle intervention programming) to both identify gaps in students' math education and address them directly. We've been using these resources to backwards map standards so that we are simultaneously building a scaffold that reaches back far enough to promote engagement with grade-level work in the curriculum. We've been tracking our work in Freckle via a focal student study, to ensure that our efforts in using this program are leading to an improvement in mastery of grade-level work. Furthermore, we've exceeded our goal of implementing this in grades 6-9 by implementing this common approach to intervention in grades 6-12.</p> <p>We have had some challenges in creating an equitable pathway to higher level math courses. We had plans to create a separate acceleration course for a select group of 10th graders Alg 2 this year, but abandoned the plan as we analyzed the future impact: tracking. At Life we are very dedicated to not tracking students in cohorts, and because we have a cohort model, that type of acceleration would lead to tracking in both 11/12 grades. As a compromise, we have recently developed a plan to offer two "math pathways" for students in grades 11/12, which would not necessarily track other classes. Starting next year, all students at Life will have a pathway to upper level statistics and data science, and if they desire, can simultaneously pursue calculus through dual enrollment programming. That would limit tracking, and allow us to hone the skills around the math required for sciences (which tends to be more data-science driven in nature).</p>	
Pathway Strategic Actions Reflection			
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
24-25 Strategic Actions for Goal #1	By June 2024 grades 9 and 10 Humanities will both have integrated units based around a text (or texts) that introduce our students to the themes of the Academy. The Immortal Life Henrietta Lacks in 9th grade Humanities/Health & Bioscience and Every Patient Tells A Story in 10th grade Physiology/Science Reading.	<p>By the end of the 24/25 school year, 50% of high school humanities classes will have implemented an academy-aligned unit, including The Immortal Life of Henrietta Lacks, in 9th grade, and The Spirit Catches You and You Fall Down in 12th grade. In order to fully realize this goal, we will need to continue to invest in those strategic actions which led to the initial successes: offering teachers a range of texts to choose from, engaging them in the wider work of the pathway, and providing time and coaching them towards the creation of their units. Both teachers who successfully implemented the academy-aligned units were engaged in the creation of our pathways student learning outcomes. Because they were invested in this process, they felt more inspired and prepared to approach the subject matter. Both teachers spent from four to six hours planning their units with our instructional coach to identify possible points of alignment with those academy outcomes.</p> <p>As we approach next year and work towards getting the other two humanities teachers engaged in the work, one of whom will be a new hire, we will intentionally build experiences for them to learn about what it means to be a part of a health and bioscience academy. There needs to be intentional work done, across the high school, to engage non science teachers in designing instruction through the lens of health and bioscience. Our current science teachers, along with the two humanities teachers currently doing the work, and some other key members of our academy team, will be crucial in designing learning experiences over the summer and at the beginning of the next school year to create coherence and cohesion towards this end.</p>	
	By June 2024 the new teacher of 11th grade Humanities will have been engaged in a process to identify a text that aligns with the themes of the Academy (although this may not be taught until 2025-2026).		
	In the 24-25 school year 50% of the high school Humanities teachers will teach the pathway aligned text based units. Students will take pre and post unit surveys to assess their growth in understanding the pathways themes and topics within the text and unit.		

	In the 2024-2025 school year, student engagement with the themes of the pathway outside of their science classes will increase. This will be measured by our yearly student culture survey. Our February 2024 survey indicated that 95% of students believe that our pathway programming provides opportunities to learn new, exciting things. We will work to maintain this high rating and our next round of survey data will require more specific responses from students so as to continue to refine programming in a responsive way.	
24-25 Strategic Actions for Goal #2	<p>In 2024-25, 75% of students in the junior year will have high quality internships. In 2025-26, 100% of students in their junior year will have high quality internships</p> <p>In 2024-2025 we will add 2-4 new high quality internship or work based learning sites related to biotechnology/bioscience so that a minimum of 8 students can have off site experiences related these industries.</p> <p>In 2024-2025, our Internship Team will continue to meet twice monthly to build the capacity of our internship program, problem solve emerging issues and to ensure administrative alignment. Among team members, we will visit 100% of internship sites during the school year.</p>	<p>In the spring of 2025, 85% of juniors have an internship. Of these internships, 60% are high quality experiences. We have not added any internships, although we have added multiple other high quality work based learning experiences aligned with our pathway including:</p> <ul style="list-style-type: none"> - CPR training for 100% of our 10th graders - Mental Health First Aid for 100% of our 10th graders - Stop the Bleed Training for 100% of our 10th graders - A partnership with Kaiser that allows for 100% of 10th graders to spend a day at Kaiser interacting with healthcare practitioners from a variety of departments through shadowing and workshops. - Two full day simulation experiences through which 100% of 10th graders diagnose and create treatment plans for patients presenting a variety of symptoms. <p>We are not on track to meet our goal around adding high quality internships, as some of our long standing internship partners (i.e. Wrights Institute) have ended their internship programs during this past year. We have also not had success in finding new partners, partly due to the fact that the work of initiating new internships requires more FTE than we have allocated for this work. We need to increase the FTE toward a staff member who can serve in amore full time internship coordinator role.</p>
24-25 Strategic Actions for Goal #3	<p>Continued use of Freckle as a personalized learning platform for students to support students in practicing skill sets and completing unfinished learning in foundational math. Continued use of the Renaissance STAR math assessment to support teachers in identifying areas of needed support for lesson and classroom design. Emphasis on building data-driven culture amongst students -- getting them invested in their own "data story" of growth.</p> <p>In Fall 2024, the math department will attend a special "alignment" retreat to look at assessment results to establish intervention programming processes, or course corrections for the first semester. This will be an opportunity for all members of the math team to build their instructional skills and classroom design skills in order to meet the emerging needs to their students.</p> <p>Developing a collective, strategic math vision in line with the vision of our pathway. This includes bringing together a diverse set of stakeholders (teachers of all subject areas, school leaders, students, and families) to build out a common vision for math culture and instruction at Life Academy. This will lead to the creation of a "math cadre," a group who will take that vision and set benchmarks to be assessed towards achieving our vision.</p> <p>Developing a stronger math culture at Life Academy, that includes regular "cultural" events to bring math into focus as a central part of the academic experience. This includes programming family/cultural math nights, and organizing student math town halls and competitions throughout the year.</p> <p>Continued strong facilitation of the math department -- we have a strong department leader who is dedicated to carrying through our vision for stronger math culture and instruction for many years. We will continue to invest in their development as a math instructor as well as an instructional leader.</p>	<p>We are continuing to deepen our practice around using the Renaissance platform to track "satellite" level data about math proficiency over time, and using Freckle to guide our intervention work with students. We've moved towards creating a "reflection" process this year where students are analyzing their grade level band performance, scale scores, and domain-specific proficiency and setting discrete goals for growth. This process is a major steps towards building a culture of "owning" their own data.</p> <p>This space has been extremely important to building collective success on our collective problem of practice: pushing thinking in math spaces by focusing on students explaining their conceptual process through writing. Our alignment time at the beginning of the year was critical towards building a common rubric and coherence among the team. We spent a lot of protected time together to build a common understanding of what it means to build a quality, grade-level task using our curriculum with special attention to how to integrate space for thinking and writing.</p> <p>Last school year, we developed a written math vision, and this year, the intention was to create a math cadre to continue to hone the vision and track the metrics associated with that vision. We did not get the math cadre off the ground this year, as our work around our problem of practice consumed most of our time as a math department. Furthermore, there are many competing foci and priorities for our work this year, and the math cadre became an unstoppable space. We are hopeful that as we move into next year, we can actually just integrate a math team member in the Pathway/Academy team, and ensure that the Academy Team holds the math metrics and assess progress in those metrics.</p> <p>We will have had 3 math cultural events this year, including a "Math Facts Bee," a Mayan Math Night, and an upcoming Pi Day competition. These events bring math to center stage, and have started to build a culture around math that is fun, engaging, and "in the water" of the school. These events have served to destigmatize math as an inaccessible subject area for some students. It's been very successful.</p> <p>The math department lead's growth this year has been incredible -- they have really built a strong and invested team. Our focus this year has been driven by Platt's text "Skillful Leader," specifically the sections around building accountable teams. The math lead has demonstrated immense prowess for facilitation, and has been systematically pushing the math department towards becoming an accountable and student-outcome driven space.</p>
Pathway Strategic Actions 2025-2026		
2025-2026 Strategic Actions		
Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?		

<p>Goal #1: By 2026</p>	<p>By 2026 all humanities classes will have a unit dedicated to a text that is aligned with our pathway themes (healthcare, public health, bioscience/technology). This unit will engage students in the topics and themes within this pathway through a close examination of the text, strengthening both student ELA skills at the same time that students are deepening their understanding of the pathway themes. Students will be surveyed before the unit and after the unit to measure student growth in familiarity with the pathway topics. The student responses will be analyzed by the high school team once per year and the data will be used to inform improvements in the units.</p>	<p>New or Revised Strategic Actions for Goal #1</p>	<p>In our Beginning of Year (BoY) PD week, our academy team, including the two humanities teachers who experienced success in the 24/25 school year, will design learning experiences that will meet the following outcomes:</p> <p>All Life Academy teachers will: Describe the student learning outcomes of the Academy of Health and Bioscience Begin the process of unit planning towards a project that will allow students to meet one or more of those outcomes.</p> <p>Each marking period throughout the year, there will be at least one hour of professional learning time for teachers to use towards planning, consultancy, student work analysis, or structured learning time around building projects based on pathway outcomes.</p> <p>Teachers who have a proposal for a cross curricular project will be offered release days/ half days for planning time with the support of the pathway coach.</p> <p>The next level of work is to plan for authentic presentations of learning in the 9th and 11th grades based on these projects. Life Academy used to have a strong tradition of evening exhibitions and individual teachers have planned these on their own, however, this tradition was lost over the pandemic. When teachers plan cross-curricular projects, they should be supported with extra planning time with their whole grade level to plan for an evening exhibition. These nights often require the support of the entire grade level to carry out rehearsals and logistics.</p>
<p>Goal #2: By 2026</p>	<p>By 2026 Life's internship program will be thriving, with 100% of all Life Academy juniors enrolled in an internship, a work based learning opportunity, and/or a dual enrollment course. For those enrolled in internships and work based learning opportunities, students will reflect on their learnings and growth related to their internship through pre, during and post surveys held in the internship class. This data will be used to modify our program and ensure that internship placement sites are high quality.</p>	<p>New or Revised Strategic Actions for Goal #2</p>	<p>We will continue to have a section of internship class (30 students) devoted to students who are enrolled in the Highland Hospital HEAL internship. These students will be at Highland in HealthPath programming twice per week and will be held in their internship class on their other three days per week. The focus of the Life based class will be professional communication, career exploration and CTE patient care skills (Health Care Communications).</p> <p>Our new Work Based Learning Coordinator (WBLC) will teach internships and devote a percentage of their time toward development of new partnerships with internships sites. Our goal in 25-26 will be to add 2 high quality public health and/or biotechnology sites that can each hold 2-3 students (total of 4-6 new high quality seats).</p> <p>Over the course of the year, our WBCL will visit and observe students at internships sites to assess the quality of the experience for students. Our WBCL will hold the data about internships (survey responses from students, etc).</p> <p>We will work as an Academy/Internship/WBL team to develop an aligned progression of CTE certifications in each grade level 9-12. For example, in 9th grade all students will obtain First Aid Training during their time on their Grade Level trip in Point Reyes. In 10th grade all students will receive Mental Health First Aid and CPR trainings through Physiology, etc.</p>
	<p>By 2026, all students will be prepared to take higher level math courses (AP Calc, AP Stats, or Dual Enrollment Calc/Stats) by senior year. As a health and bioscience pathway school, we want to ensure that students are adequately prepared to pursue higher level science courses, as well as access grade level science work in their upper science level courses (physics and chemistry). This requires mastery of Algebra I and Algebra II, at least. We seek to achieve this mastery by creating a course sequence that will allow for upper level math access (e.g., double math courses in 10th or 11th grade), as well as addressing our students foundational math skill gaps. We seek to address</p>		<p>Create space and opportunity for collaboration between the math and science departments, specifically around supporting students in math requirements for a successful exploration of chemistry and physics. Teachers will have protected time (release day and/or extended contract hours) with the Pathway Coach to create an interdisciplinary project that would deepen the connection (and coherence) in student experiences between math and science.</p> <p>Pilot a "pre-college science" capstone course in 12th grade that would ensure that students are graduating from our Academy with mastery of key scientific skills. Stemming from a concern that our students are not adequately prepared for college-level science, this course would specifically push 12th graders to master skills around conducting labs, producing high quality lab reports, and applying relevant math frameworks and skills.</p>

Goal #3: By 2026	addressing our students foundational math skill gaps. we seek to address these foundational math skill gaps by investing in an assessment system through Renaissance Education (STAR Assessments) and integrating its corresponding intervention program (Freckle) into our classes, grades 6-9. We will closely track units of study across lower level math courses for the next few years to ensure mastery of the foundational concepts that students will need to be on track to enter senior year prepared for higher level math courses.	New or Revised Strategic Actions for Goal #3	<p>Currently, the math team is working in concert with school leadership to develop a clear "math pathway" for students and families. The goal of doing so is to ensure that we are 1) appropriately communicating to students and families the variety of options/pathways their student has towards pursuing upper level math courses; and 2) ensuring that we are not tracking students in their math learning by providing them options later in their high school career. In our current concept, students at Life would be able to pursue a "data science/statistical" pathway and a "calculus" pathway, with a decision point in their 11th grade year. Towards making this happen, we will draft and adopt a community-facing "math pathway" document that will be shared with families and students at the beginning of the 2025-2026 school year. Furthermore, for 2025-2026, we are pursuing Dual Enrollment for mathematics options to get rising 11th graders on track for calculus if they so choose.</p> <p>We are now in Year Two of fully using the Renaissance platform for measuring "satellite-level" data on general math proficiency via the STAR test, and using Freckle, the intervention platform, to support students in filling in their gaps. This year, we've taken to studying focal students and reflecting on their experiences to determine if using this platform is a good use of resource. We are seeing growth in math proficiency, but it is hard to see a causal relationship thus far. We have determined that we need to do some further learning around the platform and its effective use, so we have arranged for two PD sessions with Renaissance to deepen our understanding and effective use of the platform.</p>
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Budget Expenditures*Effective July 1, 2025 - June 30, 2026***2025-2026 Pathway Budget****BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

Supervisor & Administrative Salaries:**Hire 1 Pathway Coach at .50 FTE to work at Life Academy.**

The Pathway Coach will support the alignment of the pathway to the 2023-2026 College and Career for All and Linked Learning Quality Standards. Additional duties include increasing the instructional capacity of the pathway team to build quality collaboration that focuses on the instructional core and 3 domains of Linked Learning and addressing systemic solutions on-site and at the district level that support continued pathway development.

This full-time position is split-funded with other resources, including .25 FTE of central Measure H and .25 FTE of grant funding (CTEIG).

PCN 10309 - Clare Green

(Salary & Benefit Costs Included)

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) (protected cells below are to be completed by MN/H staff only)	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) (protected cells below are to be completed by MN/H staff only)
\$90,365.23	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.5 FTE	Health & Bioscience	Approved	

Clerical Salaries: Hire a Program Assistant 1 at .40 FTE. The description of duties for this position is to complete key Measure H deliverables and operational functions, including but not limited to: Purchasing related to Measure H Managing the Measure H Budget Modification Process Completion of HRAs/extended contracts through Measure H Management of the logistics for any Measure H-related field trip Support with completion of the Measure H Education Improvement Plan Support with completion of Measure H Commission Presentation Materials Anticipated Outcomes: Efficient, timely, and accurate completion of all Measure H and Pathway-related budgetary and operational tasks. PCN 11114 - Vacancy (S. Boolani) (Salary & Benefit Costs Included)	\$46,552.75	2405	Clerical Salaries	Program Assistant 1	.40 FTE	Health & Bioscience	Approved	
Classified Support Salaries: Hire a Work Based Learning Liaison at .10 FTE. The Work-Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders in managing the various responsibilities of pathway leadership. WBLL's work focuses on outreach and managing industry and community partnerships to create active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in completing reports, data collection, and fiscal management. WBLL works in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible for connecting all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing, and internships. PCN ##### - Vacancy (S. Boolani) (Salary & Benefit Costs Included)	\$13,993.50	2205	Classified Support Salaries	Work Based Learning Liaison	.10 FTE	Health & Bioscience	Approved	
Teacher Salaries Stipends: Extended Contracts to pay 5 Pathway Teachers to meet and collaborate to align content and assessments to our Graduate Profile competencies outside the daily work schedule. The objectives of this expenditure include a scope and sequence for how and when our competencies will be directly taught, the reteaching opportunities, and the assessment sequence for students to show mastery of each competency. Grades 9-12 directly impacted 250 students. Having a transparent and aligned scope and sequence of when and how competencies are taught in grades 9-12 will allow students to see their educational trajectory and know when and how they will accomplish certain standards and meet certain educational expectations at Life Academy. Budget Calculation: The hourly rate is \$47.50 + 25% Benefit Costs = \$59.38. The hours will vary by teacher, but the overall strategic action cannot exceed the approved amount of \$15,437.50.	\$15,437.50	1120	Teacher Salaries Stipends			Health & Bioscience	Approved	
Professional Contracted Bus Services: Charter bus rentals for pathway students to attend College and Career Exploration visits or trips to explore pathways themes outside of our walls, engage in hands-on activities, interact with industry professionals, and see the relevance/application of their school work. Also, to explore college programs in biotech, public health, and healthcare, including college and university programs in pre-medical fields, industry sites (i.e., Kaiser, BioTech), and work-based learning opportunities. Exposure to these exploration visits or trips increases the students interest in college or community careers. This allocation will impact 100% of pathway students.	\$12,332.25	5826	Professional Contracted Bus Services			Health & Bioscience		Conditionally ...

Teacher Salaries Stipends: Extended Contracts to pay the Project Based Learning Teams to meet outside of the school day to develop and refine projects in alignment with our strategic goal. Accomplishment standards include, at minimum, 4 complete integrated project-based learning units that are aligned with our strategic goals (e.g., integrating health-related texts into humanities and collaborating between science and math). Assessments embedded into these units are aligned with the current strategic goals and our Graduate Profile competencies. The learning experience for all students in grades 9-12 directly (250 students) will align more with our pathway theme and our school's strategic goals. This alignment and cohesion will impact student learning experiences through clarity around assessment and curriculum. Budget Calculation: 3 teams of 4 people (12 staff members) to meet for 8 hours each. \$47.50 hourly rate x 8 hours + 25% Benefit Costs = \$475.00 x 12 staff members = \$5,700.00.	\$5,700.00	1120	Teacher Salaries Stipends			Health & Bioscience	Approved	
Teacher Salaries Stipends: Extended Contracts to pay the Faculty Leads for our Pathway strands (Healthcare, Public Health, Biotech) to support student leaders in the development of a scope and sequence for the year, organizing executive pathway events and holding pathway student meetings. Grades 9-12 directly impacted, a total of 250 students. Budget Calculation: \$47.50 hourly rate x 74 hours + 25% Benefit Costs = \$4,393.75.	\$4,393.75	1120	Teacher Salaries Stipends			Health & Bioscience		Conditionally ...
Teacher Salaries Stipends: Extended Contracts to pay the Math and Science Pathway Teachers to create integrated and pathway-aligned curricula, specifically creating 1 integrated project per semester. Grades 9-12 directly impacted a total of 240 students. Budget Calculation: \$47.50 per hour x 156 hours + 25% benefit costs = \$9,262.50.	\$9,262.50	1120	Teacher Salaries Stipends			Health & Bioscience		Conditionally ...
Teacher Salaries Stipends: Extended Contracts to pay the Pathway Teachers who attend and supervise the pathway events outside of the school day, including weekend conferences. The events will be held twice a month for each strand (Healthcare, Public Health, and Biotech) (a total of six per month for eight months), and there will be three yearly weekend conferences. The number of participating teachers will vary per event. The total number of hours to support these pathway events throughout the entire school year is 186 hours. Grades 9-12 directly impacted a total of 250 students. Budget Calculation: \$47.50 hourly rate x 186 hours + 25% Benefit Costs = \$11,043.75.	\$11,043.75	1120	Teacher Salaries Stipends			Health & Bioscience		Conditionally ...
Consultant Contracts: Consultant contract with the Oakland Public Ed Fund (OPEF) to process and pay out the Student Internship Stipends for students participating in the Exploring College and Career Opportunities (ECCCO) Program through June 30, 2026. This money will be distributed through the Oakland Public Education Fund and used to issue student stipends for summer internships coordinated with the ECCCO partnership for each pathway. This funding benefits Pathway students by providing real-world experiences directly related to their pathway and increasing their access to industry partners. With these funds, we will serve approximately 27 students at \$500 each, including indirect costs for OPEF. This expenditure aligns with Strategic Action #2 of increasing student participation in Work Based Learning experiences. (Administrative Fees Included) <i>OPEF can only invoice schools for student stipends with 100% participation and completion of the internships, in addition to the admin fees for those funds. OPEF can not invoice for the full contract amount before the program ends. Under no circumstances can OPEF hold unspent Measure H funds for the schools.</i>	\$14,850.00	5825	Consultant Contracts			Health & Bioscience	Approved	

Consultant Contract: Consultant contract with Bay Area Community Resources (BACR) to facilitate and pay out the Work-Based Learning (WBL) Student Internship Stipends through June 30, 2026. BACR will be the Fiscal Sponsor to process and pay the internship stipends for 30 Life Academy students participating in the Work-Based Learning Career Preparation and Training experiences within our Academy. Students will participate in internships from July 1, 2025, through June 30, 2026. Offering paid internship programming will increase engagement and allow students to develop and demonstrate pathway-relevant skills and knowledge. Budget Calculation: Students will receive a stipend between \$300 and \$500 for participating in internships and work-based learning opportunities, representing 25-35 hours of their time. (Amount includes administrative fees at 10%) <i>BACR can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. BACR can not invoice for the entire contract amount before the program ends. Under no circumstances can BACR hold unspent Measure H funds for the schools.</i>	\$15,000.00	5825	Consultant Contracts			Health & Bioscience	Approved	
Computers: Funds to purchase 32 specialized computers (laptops) required to support software for biotechnology-specific projects and curriculum. These computers will increase the real-world experiences of students within the biotech industry sector, specifically bioinformatics software, enterprise resource planning (ERP) systems, electronic laboratory notebooks, laboratory information management systems (LIMS), and biotechnology simulations. Grades 11-12 are directly impacted for a total of 120 students. Budget Calculations:	\$28,109.00	4420	Computers >5000			Health & Bioscience		Conditionally ...
Rentals - Facility: Funds are needed to pay for the rental fees of a facility venue for staff to attend a Life Academy retreat at the beginning of the year to continue our work on pathway integration into all courses and align our courses to the competencies in our Graduate Profile. Both of these will increase student engagement in courses and pathways programming. This retreat's professional learning and alignment will impact 100% of our pathway students. Budget Calculation: two days of facility rental in the fall semester for about 2-25 staff members at \$2,500.00 <i>*Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure H guidelines.</i>	\$2,500.00	5624	Rentals - Facility			Health & Bioscience		Conditionally ...
Teacher Salaries Stipends: Extended Contracts to pay the Life Academy Team to participate in weekend retreat at the beginning of the year to continue our work on pathway integration into all courses and align our courses to the competencies in our Graduate Profile. Both of these retreats will increase student engagement in courses and pathways programming. This retreat's professional learning and alignment will impact 100% of our academy students. Budget Calculation: 2 full days of retreats (outside of OEA contracted school year), approximately 14 hours for 18 teachers, and all of the Life's Academy team members who are OEA members. \$47.50 hourly rate x 252 hours in total + 25% Benefit Costs = \$14,962.50.	\$14,962.50	1120	Teacher Salaries Stipends			Health & Bioscience		Conditionally ...

<p>Teacher Salaries Stipends: Extended Contracts to pay the Life Academy Team to participate in a weekend retreat at the end of the school year to review the work of 2025-26. Some accomplishments are collective data-driven reflections on our strategic goals, actions, strengths, challenges, and next steps for the coming school year. This time will also be used to coordinate the continued work of aligning our coursework, projects, and assessments to our graduate profile and the competencies therein. This retreat's professional learning and alignment will impact 100% of our academy students. Budget Calculation: 2 full days of retreat (outside of the OEA contracted school year before June 10, 2026), 14 hours for 18 teachers, and Life's entire Academy team. \$47.50 hourly rate x 252 hours in total + 25% Benefit Costs = \$14,962.50.</p>	\$14,962.50	1120	Teacher Salaries Stipends			Health & Bioscience		Conditionally ...
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2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$209,100.00	\$209,100.00	\$0.00
*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (246) multiplied by the per pupil amount of \$850.			

School: Life Academy of Health & Bioscience

Site #: 335

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
335-1	Supervisor & Administrative Salaries: Hire 1 Pathway Coach at .50 FTE to work at Life Academy. The Pathway Coach will support the alignment of the pathway to the 2023-2026 College and Career for All and Linked Learning Quality Standards. Additional duties include increasing the instructional capacity of the pathway team to build quality collaboration that focuses on the instructional core and 3 domains of Linked Learning and addressing systemic solutions on-site and at the district level that support continued pathway development. This full-time position is split-funded with other resources, including .25 FTE of central Measure H and .25 FTE of grant funding (CTEIG). PCN 10309 - Clare Green (Salary & Benefit Costs Included)	\$90,365.23	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.5 FTE	Health & Bioscience
335-2	Clerical Salaries: Hire a Program Assistant 1 at .40 FTE. The description of duties for this position is to complete key Measure H deliverables and operational functions, including but not limited to: Purchasing related to Measure H Managing the Measure H Budget Modification Process Completion of HRAs/extended contracts through Measure H Management of the logistics for any Measure H-related field trip Support with completion of the Measure H Education Improvement Plan Support with completion of Measure H Commission Presentation Materials Anticipated Outcomes: Efficient, timely, and accurate completion of all Measure H and Pathway-related budgetary and operational tasks. PCN 11114 - Vacancy (S. Boolani) (Salary & Benefit Costs Included)	\$46,552.75	2405	Clerical Salaries	Program Assistant 1	.40 FTE	Health & Bioscience

335-3	<p>Classified Support Salaries: Hire a Work Based Learning Liaison at .10 FTE. The Work-Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders in managing the various responsibilities of pathway leadership. WBLL's work focuses on outreach and managing industry and community partnerships to create active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in completing reports, data collection, and fiscal management. WBLL works in collaboration with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible for connecting all of our students in pathways with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing, and internships. PCN ##### - Vacancy (S. Boolani) (Salary & Benefit Costs Included)</p>	\$13,993.50	2205	Classified Support Salaries	Work Based Learning Liaison	.10 FTE	Health & Bioscience
335-4	<p>Teacher Salaries Stipends: Extended Contracts to pay 5 Pathway Teachers to meet and collaborate to align content and assessments to our Graduate Profile competencies outside the daily work schedule. The objectives of this expenditure include a scope and sequence for how and when our competencies will be directly taught, the reteaching opportunities, and the assessment sequence for students to show mastery of each competency. Grades 9-12 directly impacted 250 students. Having a transparent and aligned scope and sequence of when and how competencies are taught in grades 9-12 will allow students to see their educational trajectory and know when and how they will accomplish certain standards and meet certain educational expectations at Life Academy. Budget Calculation: The hourly rate is \$47.50 + 25% Benefit Costs = \$59.38. The hours will vary by teacher, but the overall strategic action cannot exceed the approved amount of \$15,437.50.</p>	\$15,437.50	1120	Teacher Salaries Stipends			Health & Bioscience
335-5	<p>Professional Contracted Bus Services: Charter bus rentals for pathway students to attend College and Career Exploration visits or trips to explore pathways themes outside of our walls, engage in hands-on activities, interact with industry professionals, and see the relevance/application of their school work. Also, to explore college programs in biotech, public health, and healthcare, including college and university programs in pre-medical fields, industry sites (i.e., Kaiser, BioTech), and work-based learning opportunities. Exposure to these exploration visits or trips increases the students interest in college or community careers. This allocation will impact 100% of pathway students.</p>	\$12,332.25	5826	Professional Contracted Bus Services			Health & Bioscience

335-6	<p>Teacher Salaries Stipends: Extended Contracts to pay the Project Based Learning Teams to meet outside of the school day to develop and refine projects in alignment with our strategic goal. Accomplishment standards include, at minimum, 4 complete integrated project-based learning units that are aligned with our strategic goals (e.g., integrating health-related texts into humanities and collaborating between science and math). Assessments embedded into these units are aligned with the current strategic goals and our Graduate Profile competencies. The learning experience for all students in grades 9-12 directly (250 students) will align more with our pathway theme and our school's strategic goals. This alignment and cohesion will impact student learning experiences through clarity around assessment and curriculum. Budget Calculation: 3 teams of 4 people (12 staff members) to meet for 8 hours each. $\\$47.50 \text{ hourly rate} \times 8 \text{ hours} + 25\% \text{ Benefit Costs} = \\$475.00 \times 12 \text{ staff members} = \\$5,700.00$.</p>	\$5,700.00	1120	Teacher Salaries Stipends			Health & Bioscience
335-7	<p>Teacher Salaries Stipends: Extended Contracts to pay the Faculty Leads for our Pathway strands (Healthcare, Public Health, Biotech) to support student leaders in the development of a scope and sequence for the year, organizing executive pathway events and holding pathway student meetings. Grades 9-12 directly impacted, a total of 250 students. Budget Calculation: $\\$47.50 \text{ hourly rate} \times 74 \text{ hours} + 25\% \text{ Benefit Costs} = \\$4,393.75$.</p>	\$4,393.75	1120	Teacher Salaries Stipends			Health & Bioscience
335-8	<p>Teacher Salaries Stipends: Extended Contracts to pay the Math and Science Pathway Teachers to create integrated and pathway-aligned curricula, specifically creating 1 integrated project per semester. Grades 9-12 directly impacted a total of 240 students. Budget Calculation: $\\$47.50 \text{ per hour} \times 156 \text{ hours} + 25\% \text{ benefit costs} = \\$9,262.50$.</p>	\$9,262.50	1120	Teacher Salaries Stipends			Health & Bioscience
335-9	<p>Teacher Salaries Stipends: Extended Contracts to pay the Pathway Teachers who attend and supervise the pathway events outside of the school day, including weekend conferences. The events will be held twice a month for each strand (Healthcare, Public Health, and Biotech) (a total of six per month for eight months), and there will be three yearly weekend conferences. The number of participating teachers will vary per event. The total number of hours to support these pathway events throughout the entire school year is 186 hours. Grades 9-12 directly impacted a total of 250 students. Budget Calculation: $\\$47.50 \text{ hourly rate} \times 186 \text{ hours} + 25\% \text{ Benefit Costs} = \\$11,043.75$.</p>	\$11,043.75	1120	Teacher Salaries Stipends			Health & Bioscience

335-10	<p>Consultant Contracts:</p> <p>Consultant contract with the Oakland Public Ed Fund (OPEF) to process and pay out the Student Internship Stipends for students participating in the Exploring College and Career Opportunities (ECCCO) Program through June 30, 2026.</p> <p>This money will be distributed through the Oakland Public Education Fund and used to issue student stipends for summer internships coordinated with the ECCCO partnership for each pathway.</p> <p>This funding benefits Pathway students by providing real-world experiences directly related to their pathway and increasing their access to industry partners.</p> <p>With these funds, we will serve approximately 27 students at \$500 each, including indirect costs for OPEF.</p> <p>This expenditure aligns with Strategic Action #2 of increasing student participation in Work Based Learning experiences.</p> <p>(Administrative Fees Included)</p> <p>OPEF can only invoice schools for student stipends with 100% participation and completion of the internships, in addition to the admin fees for those funds. OPEF can not invoice for the full contract amount before the program ends. Under no circumstances can OPEF hold unspent Measure H funds for the schools.</p>	\$14,850.00	5825	Consultant Contracts			Health & Bioscience
335-11	<p>Consultant Contract:</p> <p>Consultant contract with Bay Area Community Resources (BACR) to facilitate and pay out the Work-Based Learning (WBL) Student Internship Stipends through June 30, 2026.</p> <p>BACR will be the Fiscal Sponsor to process and pay the internship stipends for 30 Life Academy students participating in the Work-Based Learning Career Preparation and Training experiences within our Academy.</p> <p>Students will participate in internships from July 1, 2025, through June 30, 2026. Offering paid internship programming will increase engagement and allow students to develop and demonstrate pathway-relevant skills and knowledge.</p> <p>Budget Calculation: Students will receive a stipend between \$300 and \$500 for participating in internships and work-based learning opportunities, representing 25-35 hours of their time.</p> <p>(Amount includes administrative fees at 10%)</p> <p>BACR can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds.</p> <p>BACR can not invoice for the entire contract amount before the program ends. Under no circumstances can BACR hold unspent Measures H funds for the schools.</p>	\$15,000.00	5825	Consultant Contracts			Health & Bioscience

335-12	<p>Computers: Funds to purchase 32 specialized computers (laptops) required to support software for biotechnology-specific projects and curriculum. These computers will increase the real-world experiences of students within the biotech industry sector, specifically bioinformatics software, enterprise resource planning (ERP) systems, electronic laboratory notebooks, laboratory information management systems (LIMS), and biotechnology simulations. Grades 11-12 are directly impacted for a total of 120 students. Budget Calculations:</p>	\$28,109.00	4420	Computers >5000			Health & Bioscience
335-13	<p>Rentals - Facility: Funds are needed to pay for the rental fees of a facility venue for staff to attend a Life Academy retreat at the beginning of the year to continue our work on pathway integration into all courses and align our courses to the competencies in our Graduate Profile. Both of these will increase student engagement in courses and pathways programming. This retreat's professional learning and alignment will impact 100% of our pathway students. Budget Calculation: two days of facility rental in the fall semester for about 2-25 staff members at \$2,500.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure H guidelines.</p>	\$2,500.00	5624	Rentals - Facility			Health & Bioscience
335-14	<p>Teacher Salaries Stipends: Extended Contracts to pay the Life Academy Team to participate in weekend retreat at the beginning of the year to continue our work on pathway integration into all courses and align our courses to the competencies in our Graduate Profile. Both of these retreats will increase student engagement in courses and pathways programming. This retreat's professional learning and alignment will impact 100% of our academy students. Budget Calculation: 2 full days of retreats (outside of OEA contracted school year), approximately 14 hours for 18 teachers, and all of the Life's Academy team members who are OEA members. \$47.50 hourly rate x 252 hours in total + 25% Benefit Costs = \$14,962.50.</p>	\$14,962.50	1120	Teacher Salaries Stipends			Health & Bioscience
335-15	<p>Teacher Salaries Stipends: Extended Contracts to pay the Life Academy Team to participate in a weekend retreat at the end of the school year to review the work of 2025-26. Some accomplishments are collective data-driven reflections on our strategic goals, actions, strengths, challenges, and next steps for the coming school year. This time will also be used to coordinate the continued work of aligning our coursework, projects, and assessments to our graduate profile and the competencies therein. This retreat's professional learning and alignment will impact 100% of our academy students. Budget Calculation: 2 full days of retreat (outside of the OEA contracted school year before June 10, 2026), 14 hours for 18 teachers, and Life's entire Academy team. \$47.50 hourly rate x 252 hours in total + 25% Benefit Costs = \$14,962.50.</p>	\$14,962.50	1120	Teacher Salaries Stipends			Health & Bioscience