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# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Life Academy

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Life Academy.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Life Academy



## 2025-26 School Plan for Student Achievement (SPSA)

**School:** Life Academy  
**CDS Code:** 1612590130575  
**Principal:** Aryn Bowman & Alykhan Boolani  
**Date of this revision:** 4/8/2025

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/8/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Life Academy

**Site Number:** 335

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/8/2025

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Aryn Bowman & Alykhan Boolani

*Principal*

*Aryn E. Bowman*

Signature

4/25/2025

Date

Rodrigo Sandoval Perez

*SSC Chairperson*

*Rodrigo Sandoval Perez*

Signature

04/25/25

Date

*SELLS Representative (optional)*

Signature

Date

Vanessa Sifuentes

*Network Superintendent*

*VSifuentes*

Signature

5/14/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/7/25

Date

## 2025-26 SPSA ENGAGEMENT TIMELINE

**School Site:** Life Academy

**Site Number:**

335

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
December	Faculty Council	Review of the budget cuts anticipated and potential impacts on our program. Requesting input for prioritization of programs.
January 7	SSC & SELLS combined	January 7 SSC Meeting. Review of the 24-25 Title 1 expenditures and support in planning for the 25-26 school year.
1/7/2025	Instructional Leadership Team	Review of 25-26 budget along with reductions. Requesting input for prioritization of programs.
1/15/2025	Faculty Council	Review of 25-26 budget along with reductions. Requesting input for prioritization of programs.
Febrary 11	SSC & SELLS combined	Review and Approval of SPSA.

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

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

### Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$579,304.69
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,402,061.95

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$154,080
Title I, Part A Parent & Family Engagement (#3010)	\$4,280
21st Century Community Learning Centers (Title IV, Part B #4124)	\$420,945
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$579,305</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,402,061.95</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$42,300
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$175,000
After School Education & Safety (ASES #6010)	\$177,200
Community Schools Grant (CSPP #6332)	\$350,000
Proposition 28 (Arts & Music in Schools #6770)	\$78,257
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$822,757</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Life Academy</b>		<b>School ID: 335</b>
<b>CDS Code: 1612590130575</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>
<b>School Mission and Vision</b>		
Life Academy seeks to dramatically interrupt patterns of injustice and inequity for underserved communities in Oakland. Through transformative learning experiences focused on Health, Medicine and Bioscience, students are engaged in learning and inspired to acquire the skills needed to succeed in college and careers in the medical field.		
<b>Resource Inequities</b> (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
Of course we have resource inequities - we are a city that, within our public school system, primarily serves low income youth of color. At least a third of our 6th graders come in reading at or below the 3rd grade level, this is one reflection of the depth of inequity we must grapple with. Staffing remains another around of inequity. Often highly qualified teachers choose to work in higher paying districts nearby, leaving us to scramble to find any teacher, let along a highly qualified one. We seek to mitigate these and all the nequities with the resilience and grit that we tackle all issues. We work hard, train hard, teach hard and seek to ensure we are using our resources in the most effective ways possible.		

### School Demographics, 2023-24

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

### 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	By June 2026, students will demonstrate increased literacy and math proficiency as measured by 1) 15% increase the number of students reading at or above grade level on iReady reading assessment. 2) 75% of students reaching their growth goals on i-Ready reading assessment 3) 60% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.
<b>Identified School Need:</b>	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-26.3	-18.1	not available until fall 2025	-10.0
SBAC ELA Participation	All Students	97.1%	98.3%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	39.3%	60.1%	not available until fall 2025	60.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-87.3	-72.8	not available until fall 2025	-50.0
SBAC Math Participation	All Students	98.3%	98.3%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	18.4%	19.6%	not available until fall 2025	40.0%
California Science Test (CAST) Participation	All Students	95.8%	92.6%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	96.8%	95.1%	not available until fall 2025	100.0%
On Track to Graduate: 9th Grade	All Students	72.1%	61.3%	not available until fall 2025	85.0%
On Track to Graduate: 11th Grade	All Students	15.4%	3.4%	not available until fall 2025	60.0%
A-G Completion	All Students	36.7%	93.4%	not available until fall 2025	90.0%



College/Career Readiness	All Students	54.8%	63.9%	not available until fall 2025	85.0%
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**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May 2026, we will increase reclassification rates for English Learners to 20%.
<b>Identified School Need:</b>	Our English Learner students who have not reclassified during elementary school must reclassify before they graduate from high school.

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-91.1	-94.6	not available until fall 2025	-10.0
SBAC ELA Distance from Standard Met	English Learners	-94.4	-85.1	not available until fall 2025	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	46.8%	47.2%	not available until fall 2025	25.0%
SBAC Math Distance from Standard Met	Special Education Students	-162.2	-157.0	not available until fall 2025	-50.0
SBAC Math Distance from Standard Met	English Learners	-138.1	-133.3	not available until fall 2025	-100.0

**Reclassification Measures & Targets** \*Reference [Stages of ELD Data slides](#)

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	15.1%	9.6%	not available until fall 2025	30.0%
LTEL Reclassification	Long-Term English Learners	16.5%	10.1%	not available until fall 2025	30.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 22% to 15%.				
<b>Identified School Need:</b>	-Students are coming to school but they do not stay in their assigned class during instructional time - We need to communicate regularly and develop strong connections with families and leverage those relationships to improve student attendance				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	61.7%	52.5%	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	1.3%	2.4%	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	2.8%	1.8%	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	49.9%	22.6%	not available until fall 2025	15.0%
Chronic Absenteeism	African American Students	58.8%	35.7%	not available until fall 2025	20.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	By May 2026, teachers in years 1-5 will have access to professional learning including, strong grade level teams, strong department teams and 1:1 coaching as evidenced by individual professional learning plans.				
<b>Identified School Need:</b>	As we increasingly have young teachers entering the profession, we need to ensure that we have strong structures of support to quickly accelerate instructional prowess.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	75.6%	74.9%	not available until fall 2025	95%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1:	<p><i>By June 2026, students will demonstrate increased literacy and math proficiency as measured by</i></p> <ol style="list-style-type: none"><li><i>1) 15% increase the number of students reading at or above grade level on iReady reading assessment.</i></li><li><i>2) 75% of students reaching their growth goals on i-Ready reading assessment</i></li><li><i>3) 60% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</i></li></ol>	<p><i>Our mid year data from iReady shows strong growth in all grades, specifically in grades 6-8, where we have met our end of year goal (75% of our middle school students reaching their growth goals) at the midyear administration of the reading assessment. Our high school growth is not as impressive, however, the overall 6-12 data, accounting for the learning loss at specific trajectories of a young person's academic journey, is trending positive. This continuous improvement can be attributed to 3 things:</i></p> <ol style="list-style-type: none"><li><i>1) School wide focus on literacy in all content areas. Our cross department focus is on writing with evidence and improving student writing at the sentence level. Each department has done inquiry work related to these foci and has tracked improvement through interim assessments and peer observations linked to Lesson Study Design work.</i></li><li><i>2) Our school wide effort to create instructional coherence around our literacy focus. Coaching and evaluation goals, professional development goals, department goals and grade level team goals are all cascading; ensuring everyone within the school is working towards the same overarching objectives and understands how their specific actions contribute to the larger school vision.</i></li><li><i>3) Our reading program in grades 6-11 provides all students who are reading multiple years below grade level small, homogenous groupings to engage in systematic instruction in phonological awareness, phonics, and sight words. Students who are approximately 2-4 years below grade level are provided with a "Reading Framework" course that is built to support the schema building in their grade level humanities course, and to build their language comprehension (the upper portion of Scarborough's Reading Rope). This course further develops student background and vocabulary knowledge, verbal reasoning, literacy knowledge, and an understanding of language structure to comprehend what they read. Students in grades 6-10 who are within a year of grade level or above, are offered an acceleration course related to the themes of our pathway (public health, health care, and biotechnology) where they further develop their skills to be college ready readers and writers by graduation.</i></li></ol>

LCAP Goal 2:	By May 2026, we will increase reclassification rates for English Learners to 20%.	<p>Although the data to assess our strengths in relation to this goal is not yet available, we can predict future ELPAC performance by looking at our current trends and activities: Specifically, the growth our students made on the midyear iReady assessment indicates that they are on track to meet our reading/literacy goals.</p> <ul style="list-style-type: none"> <li>- In 6th grade 46% of English Learners met their growth goal on the mid year iReady</li> <li>- In 7th grade 60% of English Learners met their growth goal on the mid year iReady</li> <li>- In 8th grade 39% of English Learners met their growth goal on the mid year iReady</li> <li>- We held an afterschool ELPAC preparation bootcamp for all students who will be taking the ELPAC to support their understanding of the test content and format.</li> </ul>
LCAP Goal 3:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 22% to 15%.	<p>We leveraged our Advisory Leadership Team to develop advisory activities, school wide “teach ins” and community events to honor, celebrate and learn about the diverse racial and ethnic populations within Fruitvale. These included:</p> <ul style="list-style-type: none"> <li>- Latine Heritage Advisory Remix (each Advisor teaches a workshop related to Latine Heritage)</li> <li>- A week of Advisory lessons on Native American Heritage taught in all Advisories</li> <li>- Lunar New Year Fandango (a school wide day long focus on teaching elements of Lunar New Year)</li> <li>- A Black History Month Teach In, a day through which each student at Life Academy selected a specific figure from Black history to research and created a diorama of their importance. The day culminated in a school wide museum exhibit with over 400 dioramas about Black/African American contributions to American society, culture, art, science, engineering and more.</li> <li>-Black Excellence Night, a celebration of our Black students and their families through dinner, awards and accolades.</li> </ul>

LCAP Goal 4:	By May 2026, teachers in years 1-5 will have access to professional learning including, strong grade level teams, strong department teams and 1:1 coaching as evidenced by individual professional learning plans.	<p>Our school wide effort to create instructional coherence involves coaching and evaluation goals, professional development goals, department goals and grade level team goals are all cascading; ensuring everyone within the school is working towards the same overarching objectives and understands how their specific actions contribute to the larger school vision. At Life Academy, all teachers have access to several spaces for professional learning and conversation to support and improve teaching and learning.</p> <ul style="list-style-type: none"> <li>- We have a “coaching collaborative” (the co-principals and the coaches) that designs our Instructional Leadership Team space to be one of department lead learning, where the focus is on the Instructional Core and our Problem of Practice.</li> <li>- In turn, our department spaces are sites of serious professional learning, where each department is engaged in inquiry work around our school wide Problem of Practice.</li> <li>- All teachers in years 1-3 receive weekly coaching, and those in year 3-4, twice monthly coaching which is focused on goals related to our school’s Problem of Practice.</li> <li>- All evaluation goals are related to our Problem of Practice.</li> </ul>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By June 2026, students will demonstrate increased literacy and math proficiency as measured by</p> <ol style="list-style-type: none"> <li>1) 15% increase the number of students reading at or above grade level on iReady reading assessment.</li> <li>2) 75% of students reaching their growth goals on i-Ready reading assessment</li> <li>3) 60% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</li> </ol>	<p>Our reading program in grades 6-8 requires FTE for 16 sections of small group reading class and 6 sections of reading acceleration classes. Our reading program in 9-12 requires FTE for 3 sections of basic phonics instruction for pre-readers, 4 sections of small group reading class and 4 sections of reading acceleration classes. This model is partially funded through a Family Foundation grant and the centrally funded Literacy TSA , however this totals only 12 of the required 33 sections of reading for our program model. Inadequate funding models will continue to erode our ability to support our students at the level required to support their trajectories of learning and growth. Title I funds will be utilized to support LCAP Goal 1 by providing 3 teachers funded at 0.40 FTE and 1 teacher funded at 0.30 FTE. Additionally, the LIFE Academy School Site Council will vote during fall 2025 on how to expend all unallocated Title I funds to further enhance these efforts and support student achievement.</p> <p>Systematic instruction in phonological awareness, phonics, and sight words is a pillar of our reading program, and is linked to our success in supporting the growth of our students. However, teaching SIPPS requires continued training, observation and feedback from a skilled practitioner. We have done our best to ensure these pieces are in place, and we have not always been able to secure the needed resources to build the skills of our newer teachers.</p>
LCAP Goal 2:	By May 2026, we will increase reclassification rates for English Learners to 20%.	Reclassification relies on reading instruction that is excellent. As previously discussed, we are facing a reduction in the sections of reading we will be able to offer, as well as an increased need for skillful training opportunities for some of our reading teachers.

LCAP Goal 3:	<i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 22% to 15%.</i>	<i>Both of our parent coordinators (funded through 21st Century/Afterschool funds) are Latine women, one only of whom is fluent in English. This has impacted our ability to intentionally plan for and attract Asian and Black families to parent events. Title I Parent funds will be utilized to provide translation services for parent meetings. We will continue to hold Black Excellent Night, which is a well orchestrated event that draws 80%+ of our Black families. We will also continue with our intentional recruiting of staff and faculty who are representative of these less represented Life Academy populations.</i>
LCAP Goal 4:	<i>By May 2026, teachers in years 1-5 will have access to professional learning including, strong grade level teams, strong department teams and 1:1 coaching as evidenced by individual professional learning plans.</i>	<i>We have strong systems in place to ensure that our work on instructional coherence will continue. However, we will have a significant reduction in coaching capacity moving into the 25-26 school year. Additionally, we found over the course of the year that it is important to train and align around approach to coaching so that the processes used to support teachers do not vary wildly between coaches.</i>

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Life Academy

**SPSA Year Reviewed:** 2024-25**SPSA Link:** [2024-25 SPSA](#)**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

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

The majority of Life's Title 1 funds are used to support portions of teacher's salaries. All students in grades 6-10 will receive specific, homogeneously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals. Life Academy has significant growth in reading according to Mid Year iReady scores. Data drill down shows that we are meeting the growth benchmarks and exceeding them in many cases.

Another use of the funds (11k) is for teacher salary stipends. Via extended contract time for professional learning sessions, coaching and supported collaboration, we have invested in the Writing Revolution methods as an approach to deepen students' understanding of complex material and increase their reading comprehension. Student interim writing assessments show growth on sentence level writing (the current focus of our Problem of Practice).

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

Student interim writing assessments show growth on sentence level writing (the current focus of our Problem of Practice). iReady mid year assessment results show on track growth for meeting annual growth goals. According to these data, our current strategies and activities are bearing the intended fruit and we are supporting student growth in reading and writing.

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

No changes were made to the annual goals, outcomes or strategies..

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

<b>Title I Expenditure (describe expenditure in column a)</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities (e.g., what does this person or program do?)</b>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Teacher Salary Stipend	SBAC ELA Distance from Standard Met	Teacher collaboration toward implementing strategies from Writing Revolution	Mid Year interim assessment data in the humanities department shows student growth in writing, on track to meet the year long goal.	We do not have additional funds to allocate toward teacher salary stipends in the coming school year, so we will <b>discontinue</b> this allocation.

Teacher Salary	Reading Inventory (RI) Multiple Years Below Grade Level	Small, homogenously grouped reading instruction	Mid Year -iReady data dows that we are on track to meet the annual gorwth goal for 80% of our students. - In 6th grade 46% of English Learners met their growth goal on the mid year iReady - In 7th grade 60% of English Learners met their growth goal on the mid year iReady	We will <b>continue</b> to use our Title 1 funds for teacher salary
Teacher Salary	Reading Inventory (RI) Multiple Years Below Grade Level	Small, homogenously grouped reading instruction	Mid Year -iReady data dows that we are on track to meet the annual gorwth goal for 80% of our students. - In 6th grade 46% of English Learners met their growth goal on the mid year iReady - In 7th grade 60% of English Learners met their growth goal on the mid year iReady - In 8th grade 39% of English Learners met their growth goal on the mid year iReady	We will continue to use our Title 1 funds for teacher salary
Teacher Salary	Reading Inventory (RI) Multiple Years Below Grade Level	Small, homogenously grouped reading instruction	Mid Year -iReady data dows that we are on track to meet the annual gorwth goal for 80% of our students. - In 6th grade 46% of English Learners met their growth goal on the mid year iReady - In 7th grade 60% of English Learners met their growth goal on the mid year iReady - In 8th grade 39% of English Learners met their growth goal on the mid year iReady	We will <b>continue</b> to use our Title 1 funds for teacher salary
Teacher Salary	Reading Inventory (RI) Multiple Years Below Grade Level	Small, homogenously grouped reading instruction	Mid Year -iReady data dows that we are on track to meet the annual gorwth goal for 80% of our students. - In 6th grade 46% of English Learners met their growth goal on the mid year iReady - In 7th grade 60% of English Learners met their growth goal on the mid year iReady - In 8th grade 39% of English Learners met their growth goal on the mid year iReady	We will <b>continue</b> to use our Title 1 funds for teacher salary
Books	Student Connectedness to School	Books for Family Literacy Night and Family Book Club	Family Book Club was successful with 15 parents consistenly participating in both fall semester and spring semester book clubs (5 meetings eac semester).	This has been useful, but other things are more essentail parts of our program. <b>Discontinue.</b>
Refreshments	Student Connectedness to School	Basic Refreshments for Family Literacy Night, Family Book Club and Parent Academy Workshops	Family Book Club, Family Literacy Night and Parent Academy workshops have provided all families at Life with consistent opportunities to engage at their child's school. The Light Refreshemnts have been helpful with more parents attending the meetings.	This has been useful, but other things are more essentail parts of our program. <b>Discontinue.</b>



Overtime for Classified Staff	Student Connectedness to School	Classified staff who support in meetings outside their hours (i.e. a family meeting regarding student academic needs at 5pm) and translation so that families can receive the information in their language of choice	We meet with families of all students at least 2x per year through our family conference model. This requires significant translation which has helped us have more success with families.	As able, we will <b>continue</b> to use Title 1 for ETOT for classified staff.
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES				
School: Life Academy			SCHOOL ID:	335
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By June 2026, students will demonstrate increased literacy and math proficiency as measured by 1) 15% increase the number of students reading at or above grade level on iReady reading assessment. 2) 75% of students reaching their growth goals on i-Ready reading assessment 3) 60% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.		
Identified Need:		Our students need to demonstrate mastery in literacy and math in order to be college and career ready.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Intentional student to student talk to improve student liteacy skills using before, during and after reading strategies	All Students	Academic	Tier 1 - Universal
1-2	Intentional student to student talk to support student productive sturggle and checks for understanding.	All Students	Academic	Tier 1 - Universal
1-3	Utilize intervention program through Freckle to specifically target gaps in student's math education. We will also be collaborating as a math department regularly to look closely at student work together around curriculum-embedded math language routines and curriculums.	All Students	Academic	Tier 1 - Universal
1-4	Students will be engaged in curricular opportunities in their humanities and science classes that are aligned with the theme of the Academy in order to deepen their understanding of an interest in the variety of careers in Healthcare, Public Health and Biotech. By engaging students through the Academy themes, they will be more motivated to focus and excell.	All Students	Academic	Tier 1 - Universal
1-5	Life Academy day staff will partner with afterschool lead agency BACR to ensure students will recieve continued academic support in afterschool spaces toward these school goals.	All Students	Academic	Tier 2

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>		By May 2026, we will increase reclassification rates for English Learners to 20%.		
<b>Identified Need:</b>		Our English Learner students who have not reclassified during elementary school must reclassify before they graduate from high school.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	All Students	Academic	Tier 1 - Universal
2-2	Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPP and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	All Students	Academic	Tier 2 - Supplemental
2-3	Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	All Students	Academic	Tier 1 - Universal
2-4	Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	English Learner Students	Academic	Tier 2 - Supplemental
2-5	All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be placed in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is for all students in these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	All Students	Academic	Tier 3 - Intensified

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

<b>School Goal:</b>	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 22% to 15%.
<b>Identified Need:</b>	-Students are coming to school but they do not stay in their assigned class during instructional time - We need to communicate regularly and develop strong connections with families and leverage those relationships to improve student attendance

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-2	Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-3	Establish greater connection between teachers and families by instituting weekly calls home and conferences each semester.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Case manager will maintain a caseload of specific Tier 2 students who require regular check-ins to improve.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-5	We will use Prop 28 funding to add a visual arts class, and work to ensure we have arts electives for students to enhance their academic experience and ensure there is a non-academci draw to attend school	All Students	SEL / Mental Health	Tier 1 - Universal

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

<b>School Goal:</b>		By May 2026, teachers in years 1-5 will have access to professional learning including, strong grade level teams, strong department teams and 1:1 coaching as evidenced by individual professional learning plans.		
<b>Identified Need:</b>		As we increasingly have young teachers entering the profession, we need to ensure that we have strong structures of support to quickly accelerate instructional prowess.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	In order to increase teacher support within the grade level, we will be providing intensive leadership coaching to grade level team leads to ensure their ability to hold regular grade level team space, support their peers, and provide horizontal academic and socio-emotional support alignment.	All Students	Academic	Tier 1 - Universal
4-2	All teachers in need of coaching will be paired with an experienced teacher coach. These coaches will work with teachers to co-design an individualized professional learning plan to support the teacher toward their goals and increase instructional efficacy.	All Students	Academic	Tier 1 - Universal
4-3	All teachers will engage in cycles of inquiry to deepen their instructional work as a department, while also allowing for more vertical alignment of spiraling skills. To prepare for this work, department leads will receive cycle of inquiry training and leadership development.	All Students	Academic	Tier 1 - Universal
4-4	Pathways/Academy teachers will receive specialized coaching and support via Life's Pathway Coach, who will support in the integration of pathways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the re-development of the 10th grade Defense integrated project.	All Students	Academic	Tier 1 - Universal

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

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

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	\$14,000	21st Century Community Learning Centers (Title IV, Part B)	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Life Academy day staff will partner with afterschool lead agency BACR to ensure students will receive continued academic support in afterschool spaces toward these school goals.	335-1
21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	\$179,150	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Life Academy day staff will partner with afterschool lead agency BACR to ensure students will receive continued academic support in afterschool spaces toward these school goals.	335-2
21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	\$21,793	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Life Academy day staff will partner with afterschool lead agency BACR to ensure students will receive continued academic support in afterschool spaces toward these school goals.	335-3
21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	\$177,302	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Life Academy day staff will partner with afterschool lead agency BACR to ensure students will receive continued academic support in afterschool spaces toward these school goals.	335-4
21st Century - Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	\$28,700	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Life Academy day staff will partner with afterschool lead agency BACR to ensure students will receive continued academic support in afterschool spaces toward these school goals.	335-5
Ases (After school educational and safety grant) After school enrichment contract for BACR to provide expanded learning services at Life Academy that include nutrition, literacy and structured physical activities.	\$14,000	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Life Academy day staff will partner with afterschool lead agency BACR to ensure students will receive continued academic support in afterschool spaces toward these school goals.	335-6
Ases (After school educational and safety grant) After school enrichment contract for BACR to provide expanded learning services at Life Academy that include nutrition, literacy and structured physical activities.	\$163,200	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Life Academy day staff will partner with afterschool lead agency BACR to ensure students will receive continued academic support in afterschool spaces toward these school goals.	335-7

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Salary for art teacher in alignment with Prop 28 measure which required the state to establish a new, ongoing program supporting arts instruction in schools. Our Art teacher teaches 5 sections of visual arts classes to student at Life Academy	\$72,225	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10221	Teacher, Structured English Immersion	0.7			We will use Prop 28 funding to add a visual arts class, and work to ensure we have arts electives for students to enhance their academic experience and ensure there is a non-academic draw to attend school	335-8
Art supplies for art classes funded through Prop 28 We will use Prop 28 funding to add a visual arts class, and work to ensure we have arts electives for students to enhance their academic experience and ensure there is a non-academic draw to attend school	\$6,032	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			We will use Prop 28 funding to add a visual arts class, and work to ensure we have arts electives for students to enhance their academic experience and ensure there is a non-academic draw to attend school	335-9
Extended contracts for teacher to provide activities and clubs afterschool to increase opportunities for connection and joy at Life Academy - These include, but are not limited to, Black Excellent Night preparation, Advisory Leadership Team participation, leadership of the Student Advisory Board, etc.	\$16,036	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	335-10
Salary for Work Based Learning Coordinator - .9FTE Work Based Learning Coordinator (Job Duty Statement) In order to continue to work towards our strategic goals on increasing quality internships, job shadows and work based learning opportunities, we are increasing the FTE of the WBLC position at Life Academy. This position will now hold all the responsibility for ensuring 100% of 11th grade students are engaged in a high quality experience external to school where they can learn, grow and thrive.	\$74,666	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9482	Coordinator, Work-Based Learning	0.4			We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we recognize academic achievement and celebrate our Black students and families as a school community.	335-11



**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Partial salary for Community Schools Manager - CSM JOB DUTY STATEMENT. oversees COST system and referrals, keeps a pulse on student happiness and connectivity around the school, welcomes and works with fragile and disengaged students. Key member that oversees supervision and safety of the whole campus, providing guidance, modeling, and training on de-escalation and restorative strategies to create a calm, friendly, and positive climate. Responsible for 1:1 work with a caseload of 10-20 students, often working with students that have a special education designation. Leads Attendance Team in weekly reviewing of attendance data, overseeing all attendance work including SART/SARB, mass attendance parent meetings and parent education around attendance/truancy. Manages all behavioral health partnerships that include mental health clinicians from different organizations, Native American Health Center, Foster Youth, and other district and non-district organizations. "	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.25			Students will be engaged in curricular opportunities in their humanities and science classes that are aligned with the theme of the Academy in order to deepen their understanding of an interest in the variety of careers in Healthcare, Public Health and Biotech. By engaging students through the Academy themes, they will be more motivated to focus and excell.	335-12
Salary for Case Manager, a position designed to Work with site staff to monitor the attendance, grades and work of students toward ensuring that every student at Life Academy has the Tier 2 and 3 resources need to thrive.	\$107,327	California Community Schools Partnership Program	2405	Clerical Salaries	2900	Case Manager	0.8			Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	335-13
Salary for Case Manager, a position designed to Work with site staff to monitor the attendance, grades and work of students toward ensuring that every student at Life Academy has the Tier 2 and 3 resources need to thrive.	\$14,893	California Community Schools Partnership Program	2405	Clerical Salaries	4220	Case Manager	0.1			We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we recognize academic achievement and celebrate our Black students and families as a school community.	335-14

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Unallocated	\$714	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			Intentional student to student talk to improve student literacy skills using before, during and after reading strategies	335-15
Funds for busses to engage students in joyful schools field trips - Busses for field trips so that all students can be engaged in exciting schema building opportunities outside of the classroom	\$12,869	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be placed in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is for all students on these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	335-16
Extended contracts for teacher to provide activities and clubs afterschool to increase opportunities for connection and joy at Life Academy	\$19,000	California Community Schools Partnership Program Carryover	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			All students in grades 6-10 will receive specific, homogenous group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-17
ETOT funds for translation services so all families can receive information in their home language - In order to ensure that all families have a conference with the advisor of their child 2x a year we must provide translation	\$4,000	California Community Schools Partnership Program Carryover	2425	Clerical Salaries Overtime	n/a	n/a	n/a			We will use Prop 28 funding to add a visual arts class, and work to ensure we have arts electives for students to enhance their academic experience and ensure there is a non-academic draw to attend school	335-18
Books to ensure that students can select texts that are high interest - Funds to support holding our annual Family Literacy Night and book distribution	\$5,000	California Community Schools Partnership Program Carryover	4200	Books other than Textbooks	n/a	n/a	n/a			Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	335-19
Supplies for afterschool clubs and classes beyond the scope of Life's school day to provide additional enrichment and joyful schools opportunities	\$8,000	California Community Schools Partnership Program Carryover	4310	School Office Supplies	n/a	n/a	n/a			Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	335-20

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Bus passes for field trips that are aligned with the mission of Life Academy - Students need bus and BART passes to attend their internships, as well as field trips as part of classes and post session groups.	\$4,000	California Community Schools Partnership Program Carryover	5820	Bus Passes	n/a	n/a	n/a			Small, homogenous language/literacy classes to support the development of reading, writing, speaking, listening for all English Language Learners	335-21
Contract for girls group to offer social emotional support to middle school students in need of scaffolding for pro-social behaviors	\$40,000	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			Case manager will maintain a caseload of specific Tier 2 students who require regular check-ins to improve.	335-22
Extended contracts for teachers on the Academy Team to meet outside of school hours to plan - Contract with EdFund to hire contractor to create "Connection Circle" - a space for young men and women who have been identified as Tier 2/3 students to build healthy relationships, learn SEL skills, and foster a positive relationship with the school community.	\$20,000	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we recognize academic achievement and celebrate our Black students and families as a school community.	335-23
Supplies for CTE and Academy classes beyond basic school supplies - "Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home."	\$17,500	California Partnership Academies (CPA)	4304	Classroom Supplies	n/a	n/a	n/a			Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	335-24
Funds for Academy team to attend the annual Educating for Careers conference - All students in grades 6-10 will receive specific, homogenous group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	\$2,500	California Partnership Academies (CPA)	5220	Conference Expense	n/a	n/a	n/a			All students in grades 6-10 will receive specific, homogenous group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-25

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds for bus passes for field trips related to Academy - Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance.	\$6,291	California Partnership Academies (CPA)	5820	Bus Passes	n/a	n/a	n/a			Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance.	335-26
Charter busses for Academy field trips - We will create advisory curriculum (and train adults to implement that curriculum) around anti-Black racism and solidarity, especially given the predominance of Latinx students at the school. The goal of this work is to build a deeper sense of empathy and connection between students, as well as to affirm the experience of Black students at Life Academy.	\$20,000	California Partnership Academies (CPA)	5826	External Work Order Services	n/a	n/a	n/a			We will create advisory curriculum (and train adults to implement that curriculum) around anti-Black racism and solidarity, especially given the predominance of Latinx students at the school. The goal of this work is to build a deeper sense of empathy and connection between students, as well as to affirm the experience of Black students at Life Academy.	335-27
Admissions fees for field trips related to the Academy - All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be palced in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is fo all studnets un these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	\$12,000	California Partnership Academies (CPA)	5829	Admission Fees	n/a	n/a	n/a			All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be palced in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is fo all studnets un these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	335-28

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Additional stipends for Academy teachers to engage in team collaboration toward the vision and mission of Life Academy - Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance.	\$5,334	College & Career Access Pathways Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance.	335-29
Salary for the Work Based Learning Coordinator (Job Duty Statement) In order to continue to work towards our strategic goals on increasing quality internships, job shadows and work based learning opportunities, we are increasing the FTE of the WBLC position at Life Academy. This position will now hold all the responsibility for ensuring 100% of 11th grade students are engaged in a high quality experience external to school where they can learn, grow and thrive.	\$28,000	College & Career Access Pathways Grant	2305	Classified Supervisors' and Administrators' Salaries	9482	Coordinator, Work-Based Learning	0.15			Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPP's and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	335-30
Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we recognize academic achievement and celebrate our Black students and families as a school community.	335-31

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Afterschool Enrichment contract for BACR to provide academic enrichment opportunities during non school hours at Life Academy that include nutrition, literacy and structured physical activities.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be placed in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is for all students in these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	335-32
Salary for the Work Based Learning Coordinator position - "Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPP's and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above "	\$65,333	Golden State Pathways Program	2305	Classified Supervisors' and Administrators' Salaries	9482	Coordinator, Work-Based Learning	0.35			Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPP's and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	335-33
Meeting refreshments to support in holding Advisory Board meetings and other opportunities for industry representatives to visit and support the work at Life Academy	\$4,305	Golden State Pathways Program	4311	Meeting Refreshments	n/a	n/a	n/a			All teachers will engage in cycles of inquiry to deepen their instructional work as a department, while also allowing for more vertical alignment of spiraling skills. To prepare for this work, department leads will receive cycle of inquiry training and leadership development.	335-34

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Grant funds to provide for Life Academy's extensive literacy program - "Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPP's and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above "	\$109,885	Helzel Family Foundation Grant	1105	Certificated Teachers' Salaries	9968	Teacher, Structured English Immersion	1.0			Continued coaching and professional learning/development support for teachers to improve their skills in the following areas, aligned to the courses/student groupings that they teach: - SIPP's and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	335-35
Additional stipend money for teachers to meet outside of contract hours to collaborate on grade level team and department goals - All teachers will engage in cycles of inquiry to deepen their instructional work as a department, while also allowing for more vertical alignment of spiraling skills. To prepare for this work, department leads will receive cycle of inquiry training and leadership development.	\$19,665	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			All teachers will engage in cycles of inquiry to deepen their instructional work as a department, while also allowing for more vertical alignment of spiraling skills. To prepare for this work, department leads will receive cycle of inquiry training and leadership development.	335-36
Basic school supplies, primarily copy paper which will be used by teachers to make copies for their classes - Students will be engaged in curricular opportunities in their humanities and science classes that are aligned with the theme of the Academy in order to deepen their understanding of an interest in the variety of careers in Healthcare, Public Health and Biotech. By engaging students through the Academy themes, they will be more motivated to focus and excell.	\$7,635	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Students will be engaged in curricular opportunities in their humanities and science classes that are aligned with the theme of the Academy in order to deepen their understanding of an interest in the variety of careers in Healthcare, Public Health and Biotech. By engaging students through the Academy themes, they will be more motivated to focus and excell.	335-37
External Work Order Services to purchase charter bus transport for destinations aligned with our school's mission and vision - Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	\$15,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a			Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	335-38

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$9,932	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	3455	Teacher, Structured English Immersion	0.1			Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	335-39
teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$19,864	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	9450	Teacher, Structured English Immersion	0.2			Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	335-40
teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$30,953	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	10221	Teacher, Structured English Immersion	0.3			All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be placed in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is for all students in these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	335-41
Extended contracts for teachers on the Academy team to meet and achieve goals outlined in Life's Educational Improvement Plan - All teachers in need of coaching will be paired with an experienced teacher coach. These coaches will work with teachers to co-design an individualized professional learning plan to support the teacher toward their goals and increase instructional efficacy.	\$4,343	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			All teachers in need of coaching will be paired with an experienced teacher coach. These coaches will work with teachers to co-design an individualized professional learning plan to support the teacher toward their goals and increase instructional efficacy.	335-42



**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
salary for case manager - "Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home."	\$26,832	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	2900	Case Manager	0.2			Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	335-43
Supplies	\$1,327	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies	n/a	n/a	n/a			We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we recognize academic achievement and celebrate our Black students and families as a school community.	335-44
"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."	\$40,544	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Intentional student to student talk to support student productive struggle and checks for understanding.	335-45

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
"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	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	10309	Coach, College/Career Pathways	0.5			Intentional student to student talk to support student productive struggle and checks for understanding.	335-46
"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)"	\$58,191	Measure H: College & Career Readiness for All	2405	Clerical Salaries	New Position 01	Program Assistant I	0.5			Intentional student to student talk to support student productive struggle and checks for understanding.	335-47

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
<p>"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) 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. OPED 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>	\$10,000	Measure H: College & Career Readiness for All	5825	Consultants	n/a	n/a	n/a			Utilize intervention program through Freckle to specifically target gaps in student's math education. We will also be collaborating as a math department regularly to look closely at student work together around curriculum-embedded math language routines and curriculums.	335-48
Busses for Academy related trips for job shadowing, career readiness visits and pathways aligned opportuntieis	\$10,000	Measure H: College & Career Readiness for All	5826	External Work Order Services	n/a	n/a	n/a			In order to increase teacher support within the grade level, we will be providing intensive leadership coaching to grade level team leads to ensure their ability to hold regular grade level team space, support their peers, and provide horizontal academic and socio-emotional support alignment.	335-49

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 335**
**School: Life Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
These funds will pay classified staff to support with translation for family conferences so that Life Academy families can hear information and their child in their home language. This includes reading and math data, areas of improvement as well as celebrations and information on reclassification.	\$4,280	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a		ELL Reclassification	Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	335-50
Teaching small sections of reading classes (SIPPS and Reading Framework) so that all students are receiving reading instruction specific to their needs so they can grow toward grade level in reading.	\$40,815	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2381	Teacher, Structured English Immersion	0.4		Reading Inventory (RI) Multiple Years Below Grade Level	All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-51
Teaching small sections of reading classes (SIPPS and Reading Framework) so that all students are receiving reading instruction specific to their needs so they can grow toward grade level in reading.	\$40,140	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2836	Teacher, Structured English Immersion	0.4		Reading Inventory (RI) Multiple Years Below Grade Level	All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-52
Teaching small sections of reading classes (SIPPS and Reading Framework) so that all students are receiving reading instruction specific to their needs so they can grow toward grade level in reading.	\$29,796	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3455	Teacher, Structured English Immersion	0.3		Reading Inventory (RI) Multiple Years Below Grade Level	All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be placed in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is for all students in these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	335-53
Teaching small sections of reading classes (SIPPS and Reading Framework) so that all students are receiving reading instruction specific to their needs so they can grow toward grade level in reading.	\$37,556	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6168	Teacher, Structured English Immersion	0.4		Reading Inventory (RI) Multiple Years Below Grade Level	All students in grades 6-10 will receive specific, homogenously group reading intervention or acceleration classes to support the development of their reading skills toward meeting their growth goals	335-54

## PROPOSED 2025-26 SCHOOL SITE BUDGET

**Site Number:** 335

**School:** Life Academy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- *Sending information on Parent Square*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

**Adoption**

This policy was jointly developed and adopted by the parents in attendance at the Life Academy of Health & Bioscience Title 1 Family meeting on August 29, 2024 and will be in effect for the period August 29, 2024 - the end of May 2025. The school will distribute this policy to all parents on or before September 30, of the current school year via Parent Square communication and our monthly newsletter communication.

**Name of Principal**

*Aryn Bowman, co-principal*

**Signature of Principal**

*Aryn Bowman*

**SSC Chair 23-24**

Rodrigo Sandoval-Perez, SSC Chair

**Signature of SSC Chair**

*Rodrigo Sandoval-Perez*

**Date**

**August 29, 2024**

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



## **School-Parent Compact**

### **2024-2025**

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

*This School-Parent Compact is in effect for the 2024-2025 school year.*

#### **School Responsibilities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Parent Responsibilities

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

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

This Compact was adopted by Life Academy and will be in effect for the period of August 29, 2024 to the end of May 2025

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2024

*Aryn Bowman*  
(Principal's Signature)

8/29/24  
(Date)

*Rodrigo Sandoval-Perez*  
(23-24 SSC Chair's Signature)

8/29/24  
(Date)



## Strategic Resource Planning (SRP)

## LIFE Academy

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Rodrigo Sandoval Perez, Teacher
Vice Chairperson:	Esmeralda Hernandez, parent
Secretary:	Aryn Bownman, Co-Principal

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Esmeralda Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Claudia Bautistia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Angel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Merwy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Liliana Camacho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Rodrigo Sandoval Perez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Rachel Talasko	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Andrew Martin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Alicia Garibald	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Aryn Bowman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Defacto
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**SSC Meeting Schedule:**

(Day/Month/Time)

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

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

