

Board Office Use: Legislative File Info.	
File ID Number	26-1376
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Life Academy

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Life Academy

2026-27 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: 4/21/2026

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:

Alykhan Boolani
Principal

Alykhan Boolani
Signature

4/23/2026
Date

Alicia Garibaldi
SSC Chairperson

Alicia Garibaldi
Signature

4/23/26
Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes
Network Superintendent

Vanessa Sifuentes
Signature

04/24/2026
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

4/17/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/9/2025	SSC & SELLS	Reviewed data and identified school needs, Reflected on progress and challenges, Reflected on instructional practices and supports
12/16/2025	Admin Team, Faculty	Reviewed data and identified school needs, Reflected on progress and challenges, Discussed proposed exp
1/5/2026	Faculty	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections
1/13/2026	SSC & SELLS	Conducted mid-year or final SPSA review
3/17/2026	SSC & SELLS	
4/21/2026	SSC & SELLS	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$195,938.31
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$865,557.96

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 Resource 3010	\$191,678
Title I Parent & Family Engagement Resource 3010	\$4,260
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$195,938

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$865,557.96

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$42,700
LCFF Equity Multiplier Resource 7399	\$50,024
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$143,791
Community Schools Grant (CCSPP) Resource 6332	\$243,889
Proposition 28 (Arts & Music in Schools) Resource 6770	\$89,215
SUBTOTAL OF STATE & LOCAL FUNDING:	\$669,620

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Life Academy		School ID: 335
CDS Code: 1612590130575	SSC Approval Date:	Board Approval Date:

School Mission and Vision

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

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

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

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
49.8%	3.7%	92.0%	0.0%	0.5%	19.0%	98.4%	30.7%	26.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
50.0%	0.9%	2.3%	0.0%	0.0%	0.2%	98.2%	0.0%	92.7%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2027, 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 School Need:	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 data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-26.3	-18.1	-30.0	-10.0	-5.0
SBAC ELA Participation	All Students	97.1%	98.3%	98.8%	95.0%	98.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	39.3%	60.1%	54.6%	52.8%	60.0%
Mathematics/Science Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-87.3	-72.8	-101.5	-50.0	-40.0
SBAC Math Participation	All Students	98.3%	98.3%	98.4%	95.0%	98.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	18.4%	19.6%	21.7%	11.7%	20.0%
California Science Test (CAST) Participation	All Students	95.8%	92.6%	92.3%	95.0%	98.0%
Graduation Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	96.8%	95.1%	90.6%	100.0%	100.0%
On Track to Graduate: 9th Grade	All Students	72.1%	61.3%	74.6%	85.0%	85.0%
On Track to Graduate: 11th Grade	All Students	15.4%	3.4%	6.6%	60.0%	60.0%
A-G Completion	All Students	36.7%	93.4%	87.5%	90.0%	95.0%
College/Career Readiness	All Students	54.8%	63.9%	67.2%	85.0%	85.0%

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

School Goal: By May 2027, we will increase reclassification rates for English Learners to 20%.

Identified School Need: 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-91.1	-94.6	-95.6	-10.0	-10.0
SBAC ELA Distance from Standard Met	English Learners	-94.4	-85.1	-91.5	-50.0	-30.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	46.8%	47.2%	48.4%	70.4%	70.0%
SBAC Math Distance from Standard Met	Special Education Students	-162.2	-157.0	-189.9	-50.0	-40.0
SBAC Math Distance from Standard Met	English Learners	-138.1	-133.3	-149.4	-100.0	-70.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	15.1%	9.6%	18.1%	30.0%	35.0%
LTEL Reclassification	Long-Term English Learners	16.5%	10.1%	20.7%	30.0%	35.0%

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

School Goal:	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 22% to 15%.
Identified School Need:	-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	2026-27 New Target
Student Connectedness to School	All Students	61.7%	52.5%	50.1%	85.0%	90.0%
Out-of-School Suspensions	All Students	1.3%	2.4%	0.7%	1.0%	1.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	2.8%	1.8%	1.2%	1.0%	1.0%
Chronic Absenteeism	All Students	49.9%	22.6%	21.7%	15.0%	12.0%
Chronic Absenteeism	African American Students	58.8%	35.7%	41.2%	20.0%	15.0%

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

School Goal:	By May 2027, 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.
Identified School Need:	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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	75.6%	74.9%	74.7%	95.0%	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By June 2027, students will demonstrate increased literacy and math proficiency as measured by</p> <ol style="list-style-type: none"> 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. 	<p>Our midyear data from iReady shows strong growth in all grades, specifically in grades 6-8, where we have mirrored previous year's data en route to meeting our end of year goal for growth (since fully adopting iReady in 2023-2024, we've hit our target of 75% of our middle school students reaching their growth goals!). In grades 9-10, performance has been more stagnant in terms of grade-level proficiency, but in general, student growth trends continue. This continuous improvement can be attributed to 3 things:</p> <ol style="list-style-type: none"> 1) School wide focus on literacy in all content areas. All of our departments 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. We also adopted use of The Writing Revolution (TWR) as a central text to guide our approach to uniform writing instruction and language function work. 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. At Life Academy, all teachers identify as teachers of literacy. 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.

<p><i>LCAP Goal 2:</i></p>	<p>By May 2027, we will increase reclassification rates for English Learners to 20%.</p>	<p>Our reclassification rates have been consistently strong for last 4 years:</p> <ul style="list-style-type: none"> - SY21-22: 12.2% - SY22-23: 15.1% - SY23-24: 19.6% - SY24-25: 18.1% <p>This year, we added:</p> <ul style="list-style-type: none"> - Professional development time dedicated to understanding ELPAC data, and to focus on "listening" as a focal skill across all disciplines. - An 2/week ELPAC bootcamp in the month of January to gear up for ELPAC testing in February. <p>We continue to focus our literacy intervention work on language functions and reading, which greatly bolster our EL students' attainment and proficiency in English language.</p>
<p><i>LCAP Goal 3:</i></p>	<p>By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 22% to 15%.</p>	<p>We have seen a steadily decreasing chronic absentee rate over the last three years.</p> <ul style="list-style-type: none"> - In SY 23–24, chronic absenteeism rate was 22.6% - In SY24-25, it was 21.7% - In SY25-26, we are currently at 16.6%. <p>The improvement this year comes from a maturation of processes, protocols, and data analysis from our Attendance team. The team has been instrumental in offering case management for attendance, and developing a school wide focus on decreasing absenteeism.</p>

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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>	<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.</p> <p>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"> - We have a “coaching collaborative” (the principal 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. - 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. - 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. - All evaluation goals are related to our Problem of Practice.
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>

<p><i>LCAP Goal 1:</i></p>	<p>By June 2027, students will demonstrate increased literacy and math proficiency as measured by</p> <ol style="list-style-type: none"> 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. 	<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 4 teachers funded at 0.40 FTE. Additionally, the LIFE Academy School Site Council will voted in December of 2025 on how to expend all unallocated Title I funds to further enhance these efforts and support student achievement.</p> <p>Our HS reading intervention program continues to mature -- we are not seeing the same levels of growth at the HS, as grade-level text complexity increases. This year, we've more closely imported our curricular approach from Grades 6-8 (the "Reading Framework") and are in the process of developing the right text sets and pace. We expect to see more coherence and impact in year two of this curriculum build.</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. Life Academy will allocate 2026-2027 Title I funding to support literacy and math proficiency through instructional roles. This includes 3 Teachers totaling 1.2 FTE (estimated at 0.4 FTE each) to provide supplemental learning support. While up to these FTE amounts have been approved, the actual amount of FTE may differ. Any remaining 2026-2027 Title I Student funds will be used to purchase literacy curriculum and materials.</p>
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<i>LCAP Goal 2:</i>	By May 2027, 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. Also, we continue to bring Reclassification and ELPAC prep to the center of our instructional work -- there are many competing priorities, and ELPAC can sometimes fall to wayside.
<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 22% to 15%.	We serve a community composed of many immigrant families who travel back to their homelands for large swaths of time, and during more "affordable" parts of the year. This results in an inflated number of students who are gone for weeks at a time, which make managing our absenteeism rates challenging. We are working hard to develop clear guidelines and systems for independent study contracts, and attempting to work with families to limit their travel during the school year. 2026-2027 Title I Parent Education funding will support LCAP Goal 3 at Life Academy by strengthening school-community partnerships. These funds are allocated for Translation for Family Conferences, Parent Workshops on Literacy and Math Curriculum, and meeting refreshments. Any remaining 2026-2027 Title I Parent ED funds will be directed toward further supporting these family engagement initiatives.
<i>LCAP Goal 4:</i>	By May 2027, 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.	We have faced a significant reduction in our coaching capacity over the last couple years, so it is harder and harder to provide teachers with the individual coaching and support they need. We have also faced budget reductions in the last year that have limited our ability to provide extended contracts for meetings that are not explicitly geared towards professional learning. For example, our grade level team meetings, which are generally driven by coordination and alignment, had to be moved into the school day. This has had an impact on our professional learning time by significantly reducing the amount of time we have to focus on developing instructional skills.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Life Academy

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Overtime for Translation Services from Bilingual Classified Staff</p>	<p>Student Connectedness to School</p>	<p>Classified staff who support in meetings outside their hours (i.e a family meeting regarding student academic needs at 5pm) and translatin so that families can recieve the information in their langauge of choice</p>	<p>We meet with 100% of families at least 2x per year through our family conference model. This requires significant translation which has helped us have more success with families. Translation is required throughout the year for Student Support Team (SST) meetings as well.</p>	<p>We will continue to use funds for this purpose. Being able to have translated conversations with families is a requisite tool for family-school partnerships.</p>
<p>Teacher Salary</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>Small, homogenously grouped reading instruction</p>	<p>Mid Year iReady data from December 2025 shows that we are on track to meet the annual growth goal for 84% of our students. - In 6th grade 50% of English Learners met their growth goal on the mid year iReady - In 7th grade 43% of English Learners met their growth goal on the mid year iReady - In 8th grade 49% of English Learners met their growth goal on the mid year iReady</p>	<p>We will continue to use our Title 1 funds for teacher salary</p>
<p>Teacher Salary</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>Small, homogenously grouped reading instruction</p>	<p>Mid Year iReady data from December 2025 shows that we are on track to meet the annual growth goal for 84% of our students. - In 6th grade 50% of English Learners met their growth goal on the mid year iReady - In 7th grade 43% of English Learners met their growth goal on the mid year iReady - In 8th grade 49% of English Learners met their growth goal on the mid year iReady</p>	<p>We will continue to use our Title 1 funds for teacher salary</p>

Teacher Salary	Reading Inventory (RI) Multiple Years Below Grade Level	Small, homogenously grouped reading instruction	Mid Year iReady data from December 2025 shows that we are on track to meet the annual growth goal for 84% of our students. - In 6th grade 50% of English Learners met their growth goal on the mid year iReady - In 7th grade 43% of English Learners met their growth goal on the mid year iReady - In 8th grade 49% 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 from December 2025 shows that we are on track to meet the annual growth goal for 84% of our students. - In 6th grade 50% of English Learners met their growth goal on the mid year iReady - In 7th grade 43% of English Learners met their growth goal on the mid year iReady - In 8th grade 49% of English Learners met their growth goal on the mid year iReady	We will continue to use our Title 1 funds for teacher salary

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Life Academy	SCHOOL ID:	335
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By June 2027, 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.
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Identified Need:	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 receive continued academic support in afterschool spaces toward these school goals.	All Students	Academic	Tier 2
1-6	We will hold office hours/tutoring spaces via staff to support students to address math skill gaps.	All Students	Academic	Tier 2
1-7	100% of 11th grade students participate in internships that expand their career exposure and job skill development, and 100% of 10-12 graders join a pathway to learn more about careers in biotech, healthcare, and public health.	All Students	Academic	Tier 1 - Universal

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

School Goal: By May 2027, we will increase reclassification rates for English Learners to 20%.

Identified Need: 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, homogeneously 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: - SIPPs and SPIRE - Reading Framework - The Writing Revolution - ELD curriculum - Strategies to support student to student sustained academic discourse - Unit planning to thoughtfully prepare for all of the above	All Students	Academic	Tier 2 - Supplemental
2-3	Investment (via book purchase, PD, coaching and extended contract supported collaboration) in Writing Revolution methods as an approach to deepen students understanding of complex material and increase their reading comprehension	All Students	Academic	Tier 1 - Universal
2-4	Integration of Guided Language Acquisition Design model in our ELD 6-8 classes to support emergent bilingual students in language acquisition (via book purchase, PD/conferences, coaching and extended contract supported collaboration)	English Learner Students	Academic	Tier 2 - Supplemental
2-5	All students in grades 6-10 who are grade level readers or close to grade level readers (as assessed by the iReady) will be placed in a "science reading" class, where they will read grade level texts that support the development of their schema in the themes of our Academy. The goal is for all students on these sections to grow their reading, writing and speaking skills to above grade level through the course curricular support.	All Students	Academic	Tier 3 - Intensified

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

School Goal:	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 22% to 15%.
Identified Need:	-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), build a strong attendance team with clear systems of attendance case management, 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-academic 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.

School Goal: By May 2027, 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.

Identified Need: 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 alignment between our 8th, 10th, and 12th grade capstone/defense projects.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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 celebrate academic achievement and social development of 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>ELL Progress Data</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 2026-27 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
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.	\$143,791	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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
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	\$75,525	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10221	Teacher Structured Eng Immersn	0.70			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
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-academci draw to attend school	\$5,000	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			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	335-3
Contracts for Buses for Art-related field trips funded through Prop 28 We will use Prop 28 funding to expand exposure to Arts in the Bay Area, including theater and art museums via field trips. These funds would pay for buses for these trips.	\$8,690	Arts & Music in Schools (Proposition 28)	5826	External Work Order Services			0.00			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	335-4

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.	\$45,520	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9324	Program Mgr Community School	0.25		Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), build a strong attendance team with clear systems of attendance case management, 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.	335-5
Salary for Work Based Learning Coordinantor - .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.	\$83,392	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9482	Coordinator Work-Base Learning	0.40		Pathways/Academy teachers will recieve specialized coaching and support via Life's Pathway Coach, who will support in the integration of pwahtways themes and CTE standards into humanities curriculum, the development of integrated projects between the sciences and humanities and the alignment between our 8th, 10th, and 12th grade capstone/defense projects.	335-6
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.	\$45,981	California Community Schools Partnership Program	2405	Clerical Salaries	4220	Case Manager 20	0.30		Case manager will maintain a caseload of specific Tier 2 students who require regular check-ins to improve.	335-7
Funds to pay bilingual classified staff for translation services for Bi-Yearly Family Conferences, Student Support Team (SST) meetings, parent meetings, etc.	\$5,000	California Community Schools Partnership Program	2225	Classified Support Salaries: Overtime			0.00		Establish greater connection between teachers and families by instituting weekly calls home and conferences each semester.	335-8

Extended Contracts for Teachers. We need to offer extended contracts to teachers to support with events after school. These include, but are not limited to Parent Conferences, Black Excellent Night preparation, Advisory Leadership Team participation, leadership of the Student Advisory Board, etc. In addition ensuring that all families have a conference with the advisor of their child 2x a year we must provide translation.	\$7,495	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00		We will continue our outreach and engagement to Black families by hosting our Black Excellence Night, where we celebrate academic achievement and social development of our Black students and families as a school community.	335-9
BART and Bus Passes for field trips so that all students can be engaged in exciting schema building opportunities outside of the classroom. These AC Transit and BART passes would also be utilized to support Postsession in May 2027, which provides students with Art and Physical Education extracurricular activities to enhance engagement and joy in schools.	\$5,000	California Community Schools Partnership Program Carryover	5820	Bus Passes			0.00		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.	335-10
Partial Salary for School Counselor, 0.1 FTE (Job Duty Statement) Rodrigo Sandoval to support 9-12th grades with social emotional counseling supports. In addition to his work as an Academic Counselor (with an eye on A-G success, Dual Enrollment, and post-secondary support), Rodrigo will also hold 1-2 Young Men's Groups to support the social emotional development of young men indentified as as ""at promise"" via our Multi Tiered Systems of Support programs.	\$12,505	California Community Schools Partnership Program Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00		Case manager will maintain a caseload of specific Tier 2 students who require regular check-ins to improve.	335-11
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	\$13,995	California Community Schools Partnership Program Carryover	5826	External Work Order Services			0.00		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.	335-12

Contract with EdFund to hire contractor (Dania Cabello) 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.	\$25,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00		Case manager will maintain a caseload of specific Tier 2 students who require regular check-ins to improve.	335-13
Funds for meeting refreshments for bi-annual pathway advisory team meetings	\$2,000	California Partnership Academies (CPA)	4311	Meeting Refreshments			0.00		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.	335-14
Funds for scrubs and requisite uniforms for academy-based internships at local hospitals	\$5,000	California Partnership Academies (CPA)	4380	Uniforms			0.00		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.	335-15
Funds to cover the cost of admission to Educating for Careers Conference, including admission, lodging, food, and mileage reimbursement.	\$5,000	California Partnership Academies (CPA)	5220	Conference Expense			0.00		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.	335-16

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.	\$8,000	California Partnership Academies (CPA)	5820	Bus Passes				0.00		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.	335-17
Admissions fees for field trips related to the Academy	\$12,000	California Partnership Academies (CPA)	5829	Admission Fees				0.00		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.	335-18
Supplies for CTE and Academy classes beyond basic school supplies - CTE and academy specific supplies for Health and Bioscience courses and learning (microscopes, lab materials, etc)	\$13,000	California Partnership Academies (CPA)	4310	School Office Supplies				0.00		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.	335-19
Additional stipends for Academy teachers to engage in team collaboration toward the vision and mission of Life Academy	\$16,000	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends				0.00		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.	335-20

Charter buses for Academy field trips to sites and experiences that deepen and enrich the academy experience	\$20,000	California Partnership Academies (CPA)	5826	External Work Order Services			0.00		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.	335-21
Salary for the Work Based Learning Coordinator - 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.	\$31,272	College & Career Access Pathways Grant	2305	Classified Supervisors' and Administrators' Salaries	9482	Coordinator Work-Base Learning	0.15		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.	335-22
Additional stipends for teachers who support the expansion of Dual Enrollment at Life Academy via extra time outside of contract hours	\$7,836	College & Career Access Pathways Grant	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		All teachers will engage in cycles of inquiry to deepen their instructional work as a department, while also allowing for more vertical alignment of spiraling skills. To prepare for this work, department leads will receive cycle of inquiry training and leadership development.	335-23
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.	\$100,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00		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.	335-24
Salary for the Work Based Learning Coordinator - 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.	\$62,544	Golden State Pathways Program	2305	Classified Supervisors' and Administrators' Salaries	9482	Coordinator Work-Base Learning	0.30		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.	335-25

Transportation for College and Career Readiness visits (Field Trips)	\$7,094	Golden State Pathways Program	5826	External Work Order Services			0.00		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.	335-26
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 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 "	\$99,343	Helzel Family Foundation Grant	1105	Certificated Teachers' Salaries	9968	Teacher Structured Eng Immersn	0.90		Small, homogenous language/literacy classes to support the development of reading, writing, speaking, listening for all English Language Learners	335-27
Salary for Attendance Specialist, who ensures that our attendance reporting is accurate and up-to-date, and acts as the central contact with families regarding attendance at school.	\$50,024	LCFF Equity Multiplier	2205	Classified Support Salaries	4079	Attendance Specialist Bil	0.50		Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), build a strong attendance team with clear systems of attendance case management, 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.	335-28
Retreat for teacher team to align on curriculum for 26-27	\$2,700	LCFF Supplemental	5624	Rentals: Facility			0.00		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.	335-29

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.	\$10,000	LCFF Supplemental	4310	School Office Supplies			0.00		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.	335-30
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.	\$15,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00		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.	335-31
External Work Order Services to purchase charter bus transport for destinations aligned with our school's mission and vision	\$15,000	LCFF Supplemental	5826	External Work Order Services			0.00		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.	335-32
Salary for Literacy TSA who designs, organizes, and implements our literacy program in grades 6-12. This position ensures that we are pursuing reading growth at all grade levels by coordinating the data collection (assessments), analysis, and placement of students into specific literacy classes. These classes can range from focusing on SIPPS-level work (early reader development) to grade-level "science reading" courses, where students read science novels and complete novel studies on grade-level texts.	\$161,026	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11115	TSA 11Mon 12Pay	1.00		Small, homogenous language/literacy classes to support the development of reading, writing, speaking, listening for all English Language Learners	335-33

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.	\$136,561	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9324	Program Mgr Community School	0.75		Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), build a strong attendance team with clear systems of attendance case management, 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.	335-34
Salary for Teacher Librarian who supports students with literacy skill development, research skill development, and partners with classroom teachers to create curated text sets to build schema on a given topic.	\$77,623	Measure G, Library Support	1205	Certificated Pupil Support Salaries	7492	Teacher Librarian	0.50		Small, homogenous language/literacy classes to support the development of reading, writing, speaking, listening for all English Language Learners	335-35
Salary for part time Student advisor position, specifically geared towards support positive retention in the transition to MS from Elementary. This position will: -Identify and support students who may need additional supports prior to beginning of 6th grade through summer bridge participation - Increase in cultural and academic celebrations to once per marking period - Plan and host 3 parent events in '25-26 that target families in minoritized groups - Increase positive reports on CHKS survey on whether students feel safety and connectedness at school from minoritized groups	\$20,496	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	9450	Teacher Structured Eng Immersn	0.20		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.	335-36
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.	\$61,308	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	4220	Case Manager 20	0.40		Case manager will maintain a caseload of specific Tier 2 students who require regular check-ins to improve.	335-37

<p>Extended Contract funds for certificated teachers holding support/learning spaces for Minoritized populations. Teachers play a critical role in ensuring that our minoritized student populations (Black, Asian, LGBTQ+, ELL, and Mam-speaking students) are supported in learning about their own cultures, traditions, and heritage. These affinity spaces will provide specific support to ensure that students who are not in the majority feel seen, heard, and held.</p>	\$4,924	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1120	Certificated Teachers' Salaries: Stipends			0.00		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.	335-38
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<p>"Teacher Salaries: Hire a Teacher Structured English Immersion, to support as the Internship Teacher at .20 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The internship teacher will teach a course relating to preparing students with the requisite skills for seeking internships and employment. This includes designing curriculum and delivering instruction around job skills, including resume development, communication skills, and executive functioning. The internship teacher coordinates the school's internship program and places students in internships related to our Health & Bioscience pathway. The internship teacher manages internship attendance and designs classroom experiences that prompt students to reflect on their learning from their internships. ANTICIPATED OUTCOMES: The goal of this course is to ensure that 100% of 11th graders in the Health and Bioscience Pathway have at least one internship experience over the course of their school year. Students will leave this course with an up-to-date resume, work-related executive functioning skills, and a portfolio of reflections on their experience to use in their Capstone project in their senior year. FOCAL STUDENT POPULATION: This internship class will serve 100% of 11th-grade students, all of whom are enrolled in the Health and Bioscience pathway. New PCN 3554 - Vanessa Contreras (Salary & Benefit Costs Included)"</p>	\$28,217	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3554	Teacher Structured Eng Immersn	0.20		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.	335-39
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<p>"Supervisor & Administrative Salaries: Hire a College and Career Pathway Coach at .50 FTE. The Pathway Coach will support the alignment of the pathway to the 2026-2027 College and Career for All and Linked Learning Quality Standards. Additional duties include increasing the instructional capacity of the pathway team to build high-quality collaboration focused on the instructional core and the 3 domains of Linked Learning, and addressing systemic solutions on-site and at the district level to support continued pathway development. PCN 10309 - Clare Green (Salary & Benefit Costs Included)</p> <p>(This is a full-time position split-funded with other departments, resources, including .50 FTE site's MH, .25 FTE from MH Admin 10% Budget, and .25 FTE from Central Grant funding, for a total of 1.0 FTE per Pathway Coach)"</p>	\$90,588	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	10309	Coach College/Career Pathways	0.50			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 alignment between our 8th, 10th, and 12th grade capstone/defense projects.	335-40
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<p>"Clerical Salaries: Hire a Program Assistant 1 at .40 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Complete key Measure H deliverables and operational functions, including but not limited to: Purchasing related to Measure H Managing the Budget Modification Process Tracking progress toward Education Improvement Plan goals Specific development of data tracking toward our completion of Strategic Goal #2, related to the percentage of students in high-quality internship programs Specific development of data tracking toward our completion of Strategic Goal #2, related to students completing industry certifications in grades 9-12 Completion of HRAs/extended contracts through Measure H Management of the logistics for any Measure H-related field trip Completion of the Education Improvement Plan Completion of Measure N Commission Presentation Materials ANTICIPATED OUTCOMES: Efficient, timely, and accurate completion of all Measure H and Pathway-related budgetary and operational tasks. FOCAL STUDENT POPULATION: Latinx Students Students with IEPs PCN 11114 - Sarah Boolani (Salary & Benefit Costs Included)"</p>	\$36,123	Measure H: College & Career Readiness for All	2405	Clerical Salaries	11114	Program Assistant I	0.40		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.	335-41
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<p>"Professional Contracted Bus Services: Charter bus rentals for pathway students to attend College and Career Exploration visits or trips to explore pathways themes outside of our walls, engage in hands-on activities, interact with industry professionals, and see the relevance/application of their school work. Also, to explore college programs in biotech, public health, and healthcare, including pre-medical programs at colleges and universities, industry sites (e.g., Kaiser, BioTech), and work-based learning opportunities. Exposure to these exploration visits or trips increases the students' interest in college or community careers. This allocation will impact 100% of pathway students."</p>	<p>\$10,000</p>	<p>Measure H: College & Career Readiness for All</p>	<p>5826</p>	<p>External Work Order Services</p>			<p>0.00</p>		<p>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.</p>	<p>335-42</p>
<p>Teacher Salaries Stipends: Extended Contracts to pay Pathway Teachers to meet and collaborate to align content and assessments to our Graduate Profile competencies outside the daily work schedule. The objectives of this expenditure include a scope and sequence for how and when our competencies will be directly taught, the reteaching opportunities, and the assessment sequence for students to show mastery of each competency. Grades 9-12 directly impacted 250 students. Having a transparent and aligned scope and sequence of when and how competencies are taught in grades 9-12 will allow students to see their educational trajectory and know when and how they will accomplish certain standards and meet certain educational expectations at Life Academy. Budget Calculation: The hourly rate is \$47.50 + 25% Benefit Costs = \$59.38. The hours will vary by teacher, but the overall strategic action cannot exceed the approved amount of \$15,437.50.""</p>	<p>\$22,023</p>	<p>Measure H: College & Career Readiness for All</p>	<p>1120</p>	<p>Certificated Teachers' Salaries: Stipends</p>			<p>0.00</p>		<p>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.</p>	<p>335-43</p>

<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 Summer 2027 Exploring College and Career Opportunities (ECCCO) Program through June 30, 2027. This money will be distributed through the Oakland Public Education Fund and used to issue student stipends for summer 2027 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 OPEF costs. This expenditure aligns with Strategic Action #2 of increasing student participation in Work-Based Learning experiences. (Administrative Fees Included)</p> <p>(OPEF can only invoice schools for student stipends when 100% of students participate and complete 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> <p>"Consultant Contract: Consultant contract with Bay Area Community Resources (BACR) to facilitate and pay out the Work-Based Learning (WBL) Student Internship Stipends through the school year throughout June 30, 2027. BACR will be the Fiscal Sponsor to process and pay the internship stipends for upto 25 Life Academy students participating in the Work-Based Learning Career Preparation and Training experiences within our Academy. Students will participate in internships throughout the school year from July 1, 2026, through June 30, 2027. Offering paid internship programming will increase engagement and allow students to develop and demonstrate pathway-relevant skills and knowledge. Budget Calculation: Students will receive a stipend between \$300 and \$500 for participating in internships and work-based learning opportunities, representing 25-35 hours of their time. (Amount includes administrative fees at 10%)</p>	\$23,000	Measure H: College & Career Readiness for All	5825	Consultants			0.00		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.	335-44
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These funds will pay for meeting refreshments for Parent Workshops on math instruction, literacy instruction, and cultural responsiveness for parent and family community.	\$500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), build a strong attendance team with clear systems of attendance case management, 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.	335-45
These funds will pay for workshop facilitators for parents around math instruction, literacy instruction, and cultural responsiveness for parent and family community.	\$1,400	Title I, Part A Parent & Family Engagement	5825	Consultants			0.00		Student Connectedness to School	Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), build a strong attendance team with clear systems of attendance case management, 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.	335-46
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.	\$2,360	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		A-G Completion	Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), build a strong attendance team with clear systems of attendance case management, 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.	335-47
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.	\$45,410	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2836	Teacher Structured Eng Immersn	0.40		Reading Inventory (RI) Multiple Years Below Grade Level	Small, homogenous language/literacy classes to support the development of reading, writing, speaking, listening for all English Language Learners	335-48



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 the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Life Academy on August 27, 2025 and will be in effect for the period August 11, 2025 through May 29, 2026.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Alykhan Boolani

Name of Principal

Alykhan Boolani

Signature of Principal

8/28/25

Date

[Please link the School-Parent Compact to this document.](#)



School-Parent Compact

2025-26

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 2025-26 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.

Life Academy will work with staff to:

- *Ensure that teachers and staff have access to family contact information*
- *That we create space in our professional learning spaces for teachers to make contact with families*
- *That we hold family conferences at least twice a year to discuss student progress*

- *That we speak with parents often and early when students are facing socioemotional, academic, or attendance problems.*

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 on 8/27/2025 and will be in effect for the period of August 11, 2025, to May 31, 2026.

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 of this current school year.

Alykhan Boolani

Alykhan Boolani

8/28/25

Principal's Name

Principal's Signature

Date



Strategic Resource Planning (SRP)

Life Academy
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Alicia Garibaldi
Vice Chairperson:	Emily
Secretary:	Gabriel Kahn

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
ALYKHAN BOOLANI	x					
VANESSA CONTRERAS		x				1
ERIN BRANDVOLD		x				1
GABRIEL KAHN		x				1
ALICIA GARIBALDI			x			1
LILIANA CAMACHO				x		1
EMILY					x	1
Estela Yolanda Tayun				x		1
Maria Navarro				x		1
Iris Garcia				x		
Highlighted names are Aeries verified-SMT*						

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday of the month at 9am the Portable 6
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)