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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Street Academy

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Street Academy.

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

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

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

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

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Street Academy



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Street Academy
CDS Code: 1612590130179
Principal: Bukola Lawal
Date of this revision:

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

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

Contact: Bukola Lawal

Position: Principal

Address: 417 29th Street

Telephone: 510-874-3630

Oakland, CA 94609

Email: bukola.lawal@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Street Academy

Site Number: 313

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

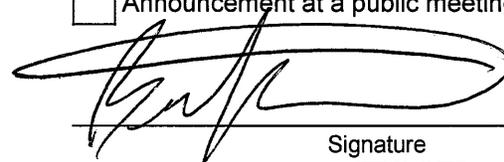
Date(s) plan was approved: 5/17/2023

6. 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.)

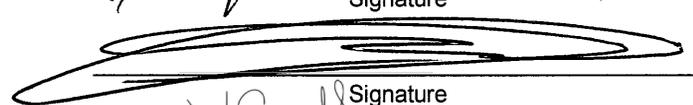
Signatures:

Bukola Lawal
Principal


Signature

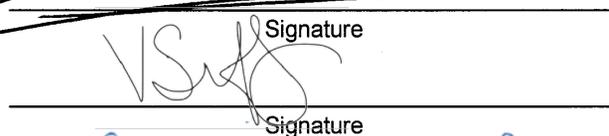
5/17/2023
Date

Ken Porter
SSC Chairperson


Signature

5/17/23
Date

Vanessa Sifuentes
Network Superintendent


Signature

6/6/23
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

6/6/2023
Date

2023-24 SPSA ENGAGEMENT TIMELINE

School Site: Street Academy

Site Number: 313

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/31/2022	B2SSJF & Title I Annual Meeting	Title 1 Overview, School's Academic Program and Goals, Title 1 Program at Street Academy, Parents Engagements: Rights of Parents to be Involved and Review Parent and Family Engagement Policy.
8/17/2022	SSC	SSC Establishment-Meeting / Bylaws Overview and Approval
11/21/2022	SSC	SSC Establishment-Continuation Meeting / SSC Training Overview / Budget Review
1/25/2023	SSC	Finalize and approve Title I expenditures.
3/8/2023	SSC	Amend & Finalize and approve Title I expenditures.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$157,728.00
Total Federal Funds Provided to the School from the LEA for CSI	\$26,706.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$245,289.07

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$21,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$0	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$580	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$0	TBD
21st Century Community Learning Centers (Title IV #4124)	\$133,948	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$1,450	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$26,706	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$60,855	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$184,434	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$60,855	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$245,289
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Street Academy

School ID: 313

School Description

The vision of Oakland Emiliano Zapata Street Academy (OEZSA/Street Academy) is to prevent drop/push outs by providing youth a small, safe high school with a social justice focused, college preparatory education. Youth placed at high risk due to a variety of social determinants can work hard for a “second chance” to earn a diploma here. Curriculum is designed to challenge, engage, and prepare our youth to graduate ready for college, career or job. All students are enrolled in A-G required courses during the core day. In the afternoon, class schedules are tailored to the individual needs of students. Afternoon program provides credit recovery, enrichment and/or extracurricular activities such as fine or physical arts and tutoring. Every student participates in our Education, Child Development & Family Services Pathway by engaging in meaningful work-based learning opportunities in the nonprofit industry on Worker Owned Wednesdays.

Street Academy teachers ascribe to the philosophy of what Enrique Trueba refers to as "pedagogical optimism." This is the belief that, through education, we can make the world a better place. All students are required to complete 60 hours of community service, and all are enrolled in A-G required classes which includes our A-G approved Ethnic Studies courses. We are the "Street" Academy because education happens or should happen inside and outside of the classroom. Students learn by doing. Presentation skills are refined through participation in quarterly student led conferences, Get Informed Fridays, political consciousness raising activities and reflection such as Social Justice Exhibitions. Students earn Political Action Units by participating in these political consciousness raising activities and community organizing events. Once a senior, all must complete a rigorous English 4 Senior Action Research Project. Through participation in restorative justice talking circles, students develop empathy and learn to challenge viewpoints respectfully as participants in debate and other structured academic discussions.

All staff have voice and we meet three times each week to inform decision making, to evaluate the program, and to share best practices on how to best support individual student's success. Street Academy has solved what is probably the greatest problem of American secondary schools - the anonymity and adult/student disconnect of factory-model high schools. The Counselor Teacher Mentor advisory structure fosters strong relationships between youth and adults. The "consulting teacher" is a real force in our youngsters' lives, holding students accountable for minor wrongdoing; providing advice about course schedule, jobs, college, and health when needed. The CTM keeps in constant contact with families around progress. The unstated assumption of the consulting teacher system is that each adolescent is worthy of sustained individual attention from a school adult. The CTM, in conjunction with the student, manages a contract that travels from class to class so academic and behavioral data is collected and shared daily with student, CTM and family.

In addition, CTM and staff rely on their training in the principles of Restorative Justice talking circles to build community and to establish alternative ways to repair harm while simultaneously addressing the social emotional needs of youth through Transformative Life Skills (Dynamic Mindfulness). This combination contributes to an intentional school culture and climate where violence is rare. Since its inception in 1973, Street Academy has averaged 1-2 fights per year.

School Mission and Vision

ACADEMIC ACHIEVEMENT: Students who may have otherwise dropped out of high school become college eligible.

CIVIC ENGAGEMENT: Students are taught to take responsibility for themselves, others, and the improvement of society by actively engaging in struggles against oppression in all its forms.

RESPECT: Students learn to respect themselves and others while the Counselor Teacher Mentor (CTM) establishes genuine relationships with youth built on high expectations and mutual respect.

RESPONSIBILITY: Students are inspired by culturally relevant curriculum emphasizing social justice.

UNITY: Since 1973 the Street Academy community has remained united in the struggle to provide exceptional education for all students. We celebrate our diversity through our unity as a Street Academy family.

Consistent with Street Academy's founding purpose, our educational philosophy states that we believe education must accomplish the following:

- Education today must challenge our youth to recognize that a fundamental goal of learning has always been and continues to be: "Know Thyself." This concept means that we must all accept that individuals are unique, physical, mental, and spiritual beings and that we are also interrelated and mutually dependent on each other for survival. Self knowledge also makes the student aware that s/he is a part of a cultural and her/ historical reality which will continue to shape not only her/his own life and future, but the lives of future generations.
- Education today must inspire young people to struggle for change in themselves and in their society. Viable alternatives to violence, materialism, and alienation must be offered. Above all, education must help young people to put into action the ideas and values which can transform their lives in visible ways.
- Education must be conducted in a fashion where adults and young people are participants in the learning process, where teachers are students and students are teachers; where the experiences of young people are a vital part of the school curriculum; and where young people in fact have substantial influence on this curriculum.
- Education must challenge the students to recognize their responsibilities to their families, their community, and their world. Such an education will reinforce these ties by incorporating parents and community members into its operations and into its curriculum.
- Education should focus on creating responsible, self-determined, successful, and empowered individuals. The goal of the Street Academy will be fulfilled if the students educated here become the leaders, parents, innovators, and the creators of a tomorrow free of the social, cultural, and economic strife which has dictated and shaped so many of the harsh realities which determine the lives of students today.

School Demographics, 2021-22							
% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
38.6%	61.4%	14.8%	1.1%	5.7%	1.1%	94.3%	17.1%
% Black/African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/Alaskan Native	% Multiracial
47.7%	1.1%	42.1%	0.0%	1.1%	0.0%	3.4%	1.1%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: All students graduate college, career, and community ready with a completed guided 4-year plan for their future.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-144.7	n/a	-142.0	<i>not available until Fall 2023</i>	-140.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	0.0%	4.2%	<i>not available until Fall 2023</i>	10.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-203.5	n/a	n/a	<i>not available until Fall 2023</i>	-195.0
CAST (Science) at or above Standard	All Students	3.5%	n/a	0.0%	<i>not available until Fall 2023</i>	4.0%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
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Four-Year Cohort Graduation Rate	All Students	56.3%	26.7%	51.7%	<i>not available until Fall 2023</i>	60%
On Track to Graduate: 9th Grade	All Students	19.0%	7.1%	5.6%	<i>not available until Fall 2023</i>	22%
On Track to Graduate: 11th Grade	All Students	10.3%	4.8%	5.9%	<i>not available until Fall 2023</i>	12%
A-G Completion	All Students	26.3%	0.0%	4.4%	<i>not available until Fall 2023</i>	30%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	0.0%	n/a	n/a	<i>not available until Fall 2023</i>	60%

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

School Goal for Targeted Supports for Academic Measures & Annual Targets for Focal Student Groups. Provide **Focal Student Groups:** an intervention program for needed students. Provide opportunities for college and career readiness for focus students.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-204.5	n/a	n/a	<i>not available until Fall 2023</i>	-195.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-191.3	n/a	n/a	<i>not available until Fall 2023</i>	-188.3
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	0.0%	11.6%	<i>not available until Fall 2023</i>	6.5%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-225	n/a	n/a	<i>not available until Fall 2023</i>	-220.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-226.4	n/a	n/a	<i>not available until Fall 2023</i>	220.0

Reclassification Measures & Annual Targets

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	10.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	15.0%
LTEL Reclassification	Long-Term English Learners	14.3%	0.0%	0.0%	<i>not available until Fall 2023</i>	15.0%

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

School Goal for Student & Family Students and families are welcomed, safe, healthy, and engaged. Build a **Engagement:** better connection between the home and the school community.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	44.3%	71.4%	42.0%	<i>not available until Fall 2023</i>	50.0%
Out-of-School Suspensions	All Students	5.5%	n/a	4.7%	<i>not available until Fall 2023</i>	2.0%
Out-of-School Suspensions	African American Students	9.4%	n/a	4.7%	<i>not available until Fall 2023</i>	2.0%
Out-of-School Suspensions	Special Education Students	5.6%	n/a	4.7%	<i>not available until Fall 2023</i>	2.0%
Chronic Absenteeism	All Students	n/a	91.7%	84.4%	<i>not available until Fall 2023</i>	75.0%
Chronic Absenteeism	African American Students	n/a	90.2%	86.4%	<i>not available until Fall 2023</i>	75.0%

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

School Goal for High-Quality Staff: Sustain teacher retention for the whole school year.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	n/a	n/a	n/a	<i>not available until Fall 2023</i>	All

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Internship Coordinator ensures that all students regardless of gender and/or heritage are graduating College ready. All students are graduating college or career ready. Partnership with community colleges and trade schools for secondary career options.	Internship Coordinator sets up student internship exhibitions and Career Awareness Fairs. College Readiness Coordinator ensures that FAFSA Workshops, Community College Class Offerings, and 4-year college, community college, trade school Field Trips are set up for students.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Extra support with classwork, dedicated tutorial time and SPED support with assignments, and test.	Students taking initiative to complete classwork and recognizing their need for help and then seeking out support through tutoring which is offered afterschool.
<i>LCAP Goal 3: Student & Family Engagement</i>	Weekly Student Restorative Justice Circles where students can share and listen deeply and additional family and student academic meetings.	Restorative Justice circles help with students social and emotional learning. It also helps them take ownership of their learning. Additional parent/student meetings keeps parents informed about the academic achievements and academic needs.
<i>LCAP Goal 4: Staff Supports</i>	ILT, ACT, SAT and FERTT teams are implemented to help with professional learning that focuses on improving teaching and learning, Assure Accurate student scheduling, and keeping our families connected to the school. Additional collaboration time.	Every staff member is placed on a team to help ensure that we are compliant. Additional collaboration time is provided to help support compliance.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Rebuilding the Internship program to better align with the pathway and guide students to careers in Educations, Child Development and Family Services.	Partnership retention, student interest and interships that align with our pathway.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Having students take advantage and be actively engaged with the support systems that are provided. Unallocated Title I Funds will be used to provide activities for Focal Student Group Supports.	Having an organized support system that can address vast needs of our SPED students. We really need a partnership with an organization that can help support with our SPED students.

<i>LCAP Goal 3: Student & Family Engagement</i>	Having students and parents to show up and to participate in ongoing academic meetings and activities. Unallocated Title I Parent funds will to used to positively impact support for parent and family engagement.	Some students have prioritized family duties and finaical income over attending school. Getting parents to attend academic meetings and participate in school activities.
<i>LCAP Goal 4: Staff Supports</i>	Two prioity challeges that staff supports has is funding for professional development and funding for sub.	The rooted cause of this is not having enough funding and availablity for subs and professional development.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Our students do not have equitable access to experienced teachers and academic opporunities relative to other students across the state as a result of teacher shortage and inadequate salaries in an area having extraordinarily high cost of living. As a result, a school recruiting credit deficient students with high social-emotional needs, is only able to provide novice teachers with developing expertise.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Street Academy

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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 overall implementation has not changed from the 2022-22 SPSA. Staff continues to use our newly designed enrollment plan. We have a better system that helps analyze students transcripts to place them in the courses they need that will help them reach graduation. Peacemaking circles are conducted weekly by staff and partner organizations. Teachers continue to focus on using uniformed reading and writing strategies to create vertical alignment across the grade levels. We continue to focus on increasing the ELL reclassification rates by using strategies to increase their knowledge and use of academic vocabulary.

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

This past year our efficiency rate in meeting our goals have declined due to multiple staffing issues and student management problems. Through reorganization, focus and commitment we will work on strategies to increase literacy and math skills among our student body. We will also continue to focus on our strategies and actions support family engagement, math, and science, language arts, restorative justice peacemaking circles, and focal groups to close equity gaps.

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.

One of the changes that will be made is to hire for positions that need to be filled. We will have ongoing professional development attended by all staff that will focus on vertically aligned curriculum that will incorporate grade level reading and writing skills and pathway development. This will be found in tap Part 4: Strategies & Actions.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Books Other Than TextBooks	Reading Inventory (RI) Growth of One Year or More	Focus on increasing all students lexile scores and reading comprehension. Create vertical alignment and incorporate our pathway in classes.	We currently do not have vertical alignment by grade or subject. Currently we have some class that focus on our Pathway but our goal is to have all classes align to focus on our pathway. 100 % of our seniors have participated in internships and Pathway classes.	We will have vertical alignment that integrate pathway curriculum in all classes from grade 9 to 12.
Instructional Supplies	A-G Completion	Various instructional supplies will be purchased to extend and enhance our core classes as well as our elective classes.	We want to enhance our curriculum with updated instructional material. The principal has observed that some required courses we do not have adequate supplies. Principal has observed that instructional supplies have enhanced core class instruction.	All classrooms will have updated materials.
Computer Supplies	CAST (Science) at or above Standard	This will give the school access to new technology.	The older chromebooks are becoming outdated which is making it difficult to have to have technology for all students. The principal has observed that the computer supplies have led to increased student participation and learning.	We will have Macbooks, Imacs and IPADS for teachers, staff and students.
Title I for parents - Meeting refreshments for family engagement series	A-G Completion	This program will provide snacks during family engagement and parent conference meetings.	Principal has observed that when we offer to provide snacks more parents participate in our meetings.	We will continue to offer our parents refreshments during our Title 1 meetings.
Technology for Classroom Printers; headphones for students and other devices for classrooms.	A-G Completion	This will provide printers in every classroom which, will allow students and teachers access print without leaving class and coming to the office.	Currently teachers do not have the necessary technology to engage their classes adequately. The principal has observed that the technology has enhanced core classroom instruction.	Our goal is to move toward project based curriculum that incorporates our pathway. In order to do this all classes must have updated technology and equipment.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Street Academy

School ID: 313

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Comprehensive Student Supports and Career Technical Education

School Theory of Change:

If we train and mentor CTM/Staff to participate more meaningfully in newly designed enrollment and intake process prioritizing family/student participation/voice, then attendance in our Worker Owned Wednesdays internships will improve while partnerships with CBOs and other institutions will be maintained and enriched

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will have daily "do nows" and learning targets on their boards	Time in ILT meetings to craft "do nows" and Learning Targets	Through observation and increased passage rate for students across the curriculum.	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1
1-2	Participate in "metamorphosis like" orientation	Admin & Team Leaders to plan and facilitate adult staff orientation	All staff and students will be knowlogable of the culture and history the school. Increase of the postive culture of the school. Lower the suspension rate and increase in attendance rate.	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1
1-3	Teachers/CTM Co-facilitate New student Orientation & intake	Adminstration & school staff Co-facilitate New student Orientation & intake	Each student will have a person they can always go to and who will know them well. It will increase the postive culture of the school.	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1

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

School Priority:	Language and Literacy; Rigorous Academics
School Theory of Change:	Complex Text and Reading Strategies: If teachers select/create Complex Text Sets and teach key reading strategies (e.g. annotation), then students will be more likely to access and engage texts of higher complexity.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	All teachers participate in ILT led professional development	Principal equips ILT with evidence based practices to increase literacy rates	Calendared meetings, shared agreements, shared academic focus on best practices and strategies.	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1
2-2	Student's with IEP's receive push in support from school Resource Specialist. Students are supported in practicing their reading fluency skills and working on reading strategies	Admin works with Resouce Specialist and Calendar work and support with specific students.	Increase passing rate of SPED students.	Academic Measures & Annual Targets for Focal Student Groups. Provide an intervention program for needed students. Provide opportunites for college and career readiness for focus students.	Tier 3

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

School Priority:	Language and Literacy; Rigorous Academics
School Theory of Change:	Complex Text and Reading Strategies: If teachers select/create Complex Text Sets and teach key reading strategies (e.g. annotation), then students will be more likely to access and engage texts of higher complexity.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers will have daily "do nows" and learning targets on their boards	Time in ILT meetings to craft "do nows" and Learning Targets	Through observation and increased passage rate for students across the curriculum	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1
3-2	Participate in "metamorphosis like" orientation	Admin & Team Leaders to plan and facilitate adult staff orientation	All staff and students will be knowlogable of the culture and history the school. Increase of the postive culture of the school. Lower the suspension rate and increase in attendance rate.	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1
3-3	Teachers/CTM Co-facilitate New student Orientation & intake	Adminstration & school staff Co-facilitate New student Orientation & intake	Each student will have a person they can always go to and who will know them well. It will increase the postive culture of the school.	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1

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

School Priority:	All practice restorative peacemaking circles & dynamic mindfulness/ yogic breathing imbedded into the bell schedule				
School Theory of Change:	If all CTM, teachers, staff, admin & families practice restorative peacemaking circles and mindfulness with eachother, then community will prioritze each others collective well being				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	All CTM, Teachers, Admin, Staff & families Receive Restorative Peacemaking Circle Training	Align funding to support compensating teachers for their time outside of contracted hours as well as paying for PD fees	Less student discipline issues; Less time out of class, decrease in suspension rate, increase in attendance rate, increase passage rate. Postive school culture	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1
4-2	Hire for positions that need to be filled.	Admin and board will recruit and hire for all vacant positions.	All positions staff with experienced teachers.	Sustain teacher retention for the whole school year.	Tier 1
4-3	We will have on going professional development attended by all staff that will focus on virtical aligned curriculum that will incorporate grade level reading and writing skills and pathway development.	Admin and staff will calender and plan for focus professional development. Will work with districts pathway coach to create a vertical aligned pathway curriculum. We will also work with our Internship/College and Career Readiness Coordinatior to achtivily participate in internships.	Observed vertical aligned curriculum taught in all classes. Observed uniformed instructional stratagies that focus on reading and writing skills used in all classes.	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Language and Literacy; Rigorous Academics
School Theory of Change:	Complex Text and Reading Strategies: If teachers select/create Complex Text Sets and teach key reading strategies (e.g. annotation), then students will be more likely to access and engage texts of higher complexity.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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5-1	All Teachers participate in ILT led professional development	Principal equips ILT with evidence based practices to increase literacy rates	Increase in passing rate in all courses.	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

(see [Stages of ELD instructions and resources](#))

School Priority:	Language Literacy & Rigorous Academics
School Theory of Change:	If we explicitly teach and review commonly used academic language in Humanities courses [use of word walls; front loading vocabulary; read aloud to model fluency, etc] ELL will see an increase in reclassification rates
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers continue to focus on using uniformed reading and writing strategies to create vertical alignment across the grade levels. We continue to focus on increasing the ELL reclassification rates by using strategies to increase their knowledge and use of academic vocabulary.	ILT - Instructional Leadership Team to select and model focus reading strategies	Reclassification for ELL students and increase the passage of class and graduation rate.	All students graduate college, career, and community ready with a completed guided 4-year plan for their future.	Tier 3



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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.

Oakland Emiliano Zapata Street Academy High School

(Street Academy) 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:

- Street Academy informs parents of the school's participation in Title I Program at our annual Title I meeting on an evening when we host Family Meetings. Parents are also informed in CTM Family Meetings (one-on-one meetings with Student, Family & Advisor) which happen 3-4 times each year at the beginning of the school year, end of the Fall, Winter & Spring Terms.
- 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:
- Families are invited and informed of their rights to participate in School Site Council, to volunteer as CTM Parents, and contribute in other ways at our annual Back 2 School Social Justice Fair
- Our SSC meeting is determined by parents and meetings vary based on parent availability.

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.
- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send robo-calls, emails and texts messages on a monthly basis. All parents/families attend new student orientation which covers this .

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

- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send robo-calls, emails and text messages on a monthly basis. All parents/families attend new student orientation which covers this.

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:

- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send robo-calls, emails and text messages on a monthly basis. All parents/families attend new student orientation which covers this

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:

- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send robo-calls, emails and text messages on a monthly basis. All parents/families attend new student orientation which covers this.

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:

- We recruit CTM Parents to support in advisory and have regular parent volunteers who stay involved even after their children graduate to observe in classes, provide tutorial and to work side-by-side with new teachers in particular in support of developing cultural competency, restorative classroom management techniques, to lead restorative conferences and mediations.
- Families are invited to sign up for volunteer opportunities when registering their child at Street Academy.
- Parents are encouraged to volunteer and or to participate as audiences throughout the year via robo calls, CTM outreach, student outreach and flyers.
- As mentioned above, Families are invited and informed of their rights to participate in the School Site Council, to volunteer as CTM Parents, and contribute in other ways at our annual Back 2 School Social Justice Fair.

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:

- Families attend Back 2 School Social Justice Fair to meet teachers, review syllabi and curriculum from their children's courses, meet and gather information about community based organizations involved with providing student internships, build community in restorative talking circles at least 3 times / year; practice mindfulness, etc. Families also participate in instructional learning walks with the Principal and SAF Board Foundation Academic Committee particularly associated with periodic accreditation site visits.
- Parents are encouraged to sign up for the Parent Portal and Google Classroom

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:

- As mentioned above, families meet with CTM at least 3 times each year to review academic and behavioral progress, review courses student is enrolled in, identify strengths, areas of growth, discuss concurrent enrollment opportunities, and create improvement plans that can include referrals to our CARE (Continuous Accountability & Resource Engagement) team.

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:

- As mentioned above, families meet with CTM at least 3 times each year to review academic and behavioral progress, review courses student is enrolled in, identify strengths, areas of growth, discuss concurrent enrollment opportunities, and create improvement plans that can include referrals to our CARE (Continuous Accountability & Resource Engagement) team.

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:

- Timely posting of SSC, Title I and other family events/meetings As mentioned above, Street Academy informs parents of the school's participation in the Title I Program at annual Title I meetings on an evening when we host Family Meetings. Parents are also informed in CTM Family Meetings (one-on-one meetings with Student, Family & Advisor) which happen 3-4 times each year at the beginning of the school year, end of the Fall, Winter & Spring Terms.

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:

- By providing interpreters and translation at SSC, Title 1, and all family meetings.
- By relocating meeting rooms to accommodate all parents.
- By scheduling the best time for all parents.

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

- By welcoming families with children.
- By Providing activities and childcare.
- By providing food, refreshments and snacks.
- By providing translation and materials in home language.
- Families have direct access to CTM and Principal. Street Academy has an open door policy and invites parents to be present on campus at any time. All parents including Title 1 parents are surveyed regularly regarding individual needs as well as activities they believe are the most helpful in supporting their children's academic success. These surveys are distributed at the Back 2 School Social Justice Fair, CTM Family Meetings, End of Program Social Justice Exhibitions. Feedback is gathered and our All Family Meetings are planned based upon this feedback

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:

- Families have direct access to CTM and Principal. Street Academy has an open door policy and invites parents to be present on campus at any time. All parents including Title 1 parents are surveyed regularly regarding individual needs as well as activities they believe are the most helpful in supporting their children's academic success. These surveys are distributed at the Back 2 School Social Justice Fair, CTM Family Meetings, End of Program Social Justice Exhibitions. Feedback is gathered and our All Family Meetings are planned based upon this feedback

Adoption

This policy was adopted by the **Oakland Emiliano Zapata Street Academy** School Site Council on **August 17, 2022**, and will be in effect for the period of August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 1, 2022.

Executive Director

Bukola Lawal

Signature of Executive Director

Bukola Lawal

Date: August 17, 2022

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

Oakland Emiliano Zapata Street Academy

2022-2023

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 2022-2023 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.**

See attached CTM - Social Justice Agreement

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

See attached CTM - Social Justice Agreement

- 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.**

See attached CTM - Social Justice Agreement

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

See attached CTM - Social Justice Agreement

- 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.**

An interpreter and translation of all information will be provided.

Opportunities to volunteer and participate in their child's class and to observe classroom activities will be discussed at each family meeting held 3 to 4 times a year.

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

See attached Parent - Social Justice Agreement

- 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.

Staff is educated at weekly professional development trainings, at and during Restorative Justice Circles and at family engagement events.

- 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.

See Attached Parent - Social Justice Agreement

See Attached CTM - Social Justice Agreement

See Attached Zapatista - Social Justice Agreement (student)

Teacher Responsibilities

Our teachers follow the CTM model: Counselor, Teacher, Mentor

See Attached CTM - Social Justice Agreement

Parent Responsibilities

See Attached Parent - Social Justice Agreement

Student Responsibilities

See Attached Zapatista - Social Justice Agreement

This Compact was adopted by the **Oakland Emiliano Zapata Street Academy** School Site Council on **August 17, 2022** and will be in effect for the period of August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 1, 2022.

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 1, 2022**.

Signature of Executive Director

Bukola Lawal

Date: August 17, 2022



Strategic Resource Planning (SRP)

Street Academy
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Ken Porter
Vice Chairperson:	Jonathon Overmyer
Secretary:	Nancy Hanna

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Bukola Lawal - Executive Director	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Ken Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Jonathon Overmyer	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Jim Shiffer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Karla Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Nancy Hanna	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Denise Jeffrey (Alternate for Bukola)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
	<input type="checkbox"/>					
Small SSC	<input type="checkbox"/>					

SSC Meeting Schedule: (Day/Month/Time)	
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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)