OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Street Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- ➢ Title I Schoolwide Plan
- ➢ 21st Century Learning
- ➢ After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Street Academy.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2018-2019 Single Plan for Student Achievement (SPSA)

School:	**Street Academy**
CDS Code:	1612590130179
Principal:	Gina Hill
Date of this revision:	5/14/2018

The Single 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:	Gina Hill	**Position:**	Principal
Address:	417 29th Street	**Telephone:**	510-874-3630
	Oakland, CA 94609	**Email:**	gina.hill@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

School Site: Street Academy   **Site Number:** 313

[X] Title I Schoolwide Program   [X] Local Control Funding Formula (LCFF) Base Grant

[ ] Title I Targeted Assistance Program   [X] LCFF Supplemental Grant   [ ] 21st Century

[ ] After School Education & Safety Program (ASES) [ ] LCFF Concentration Grant   [ ] School Improvement Grant (SIG)

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:
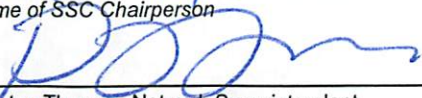
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

        Date(s) plan was approved: _____6/4/18_____

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, media announcements, etc.)

Signatures:

Gina Hill	*[signature]*	6/4/18
Gina Hill, School Principal	Signature	Date
Calvin L. Payne	*Calvin Payne*	06/04/18
Name of SSC Chairperson	Signature	Date
[signature]	*Preston Thomas*	6/4/18
Preston Thomas, Network Superintendent	Signature	Date
Marla Williams	*[signature]*	6/5/18
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/29/2018	School Site Council	Site plan goals reviewed with parents and student CTM/advisory representatives and input gathered. Plan revisions began based upon input
2/7/2018	Instructional Leadership Team Data Analysis sessions	Unpacked site plan tool, reviewed dashboard data, developed shared understanding of goals of Linked Learning
3/16 & 3/17/18	Instructional Leadership Team SPSA Alternative Education Collaborative Retreat & Work Session	Compiled community feedback into 2018/2019 site plan tool.
3/7 & 3/28/18	Teacher Professional Learning sessions	Feedback gathered during ILT led Professional Learning Community sessions centered around teachers' individual data collection to inform practice and school wide instructional goals
4/23/2018	School Site Council & SELLS combined	Review & approve final site plan

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Discretionary #0000**	$0.00	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$872,338.00	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$0.00	TBD
After School Education and Safety Program **… ASES #6010**	$0.00	TBD
TOTAL:	**$872,338.00**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$23,047.00	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$567.00	TBD
21st Century Community Learning Centers **… Title IV Resource #4124**	$111,316.00	TBD
TOTAL:	**$134,930.00**	**$0.00**

2018-19 SINGLE 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 Social Justice & Community Organizing Pathway by engaging in meaningful work-based learning opportunities in the nonprofit industry on Workforce 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 comple 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 Get Informed Fridays, political consciousness raising activities and reflection. 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.

Family & Student Engagement

SCHOOL DATA SLIDES

Street Academy Data Slides

1B: 18-19 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	Vast majority of seniors graduate. Senior cohort classes create a community of learners, students from all ethnic and racial backgrounds graduate at comparable rates	Student retention is difficult as we actively recruit students who are behind on credits. As a result, Juniors/Seniors who are behind transfer to other schools with lower graduation requirements; political action and community service hours have been difficult to track over time. We serve students in foster care and in group homes so students' time at our school is dependent on where the system places them.	Continue efforts to meaningfully collaborate with OUSD assignment office, middle & high school counselors to recruit and retain 9th & 10th graders; partner with organizations to provide political and community action certifications.

On Track to Graduate (11th Grade)	Students who enroll in 9th grade are ahead of schedule on credit accrual. ACT committee completes graduation requirement sheets to be shared with students, families, and CTM.	Late transfer students are not always able to complete A-G requirements as a result of Ds and Fs on transcript. Because of our school size, we are only able to offer courses one-two times each year.	Target students in summer of their senior year for small credit recovery cohort to complete APEX &/or Independent Study; Provide summer transition program for rising 9th & 10th graders focused on math and literacy acceleration
A-G Completion	All courses offered at school site qualify toward A-G requirements. Regular meetings happen with students and families to update them on their A-G completion/graduation progress.	Late transfer students are not always able to complete A-G requirements as a result of Ds and Fs on transcript. Because of our school size, we are only able to offer courses onc-two times each year.	Target students in summer of their senior year for small credit recovery cohort to complete APEX &/or Independent Study; Provide summer transition program for rising 9th & 10th graders focused on math and literacy acceleration
SBAC ELA	The percentage of students meeting the SBAC ELA standards has increased slightly since 2014/15	Because we actively recruit kids who have fallen behind in school it is expected that literacy rates will be below grade level thus resulting in not meeting SBAC ELA standards	Develop NGSS/CCSS aligned rubrics in all content areas; Use PLC time to develop vertical articulation between all courses
SBAC Math		Because we actively recruit kids who have fallen behind in school it is expected that math skills are below grade level and thus students are not meeting SBAC Math standards	Develop NGSS/CCSS aligned rubrics in all content areas; Use PLC time to develop vertical articulation between all courses
AP Pass Rate/Dual Enrollment Pass Rate	N/A	N/A	Because we do not offer AP/Dual enrollment courses, we encourage students to take concurrent enrollment through Peralta Colleges
Pathway Participation/CTE Enrollment*	100% of students are enrolled in an internship as participants in our Education (Social Justice & Community Organizing) Pathway	Students express regularly they do not feel as if their internships are as important as their core classes especially students who are behind on credits	Student's regular participation in transcript analysis circles will enhance understanding of the importance of earning elective credits; support in tracking political and community action credits
English Learner Progress			
Suspension Rate	Street Academy averages about 8-12 out of school suspensions per year which includes suspension due to fights/violence.	Many of the students we recruit have not been successful their previous schools due to behavior concerns. Teachers experiencing challenging behaviors spend a lot of time with coaching and behavior intervention attempts.	Better utilize student Culture Keepers to lead community and relationship building circles to prevent behavior challenges from occurring frequently in the classrooms; provide consistent coaching & training for adults in TLS/DM and Restorative Justice

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	Increase graduation rate by at least 2% each year and have a 37% graduation rate or higher by June 2021.	Goal 5: Students are engaged in school everyday	All Students	NA	31.0%	33.0%	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
On Track to Graduate (11th Grade)	Increase percentage of 11th graders on track to graduate by at least 15% each year and have 50% of 11th graders or more on track to graduate by June 2021.	Goal 1: Graduates are college and career ready	All Students	6.2%	21.2%	36.2%	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
A-G Completion	Increase percentage of graduating seniors with their A-G requirements fulfilled by at least 5% each year and have 50% of graduating seniors or more with their A-G requirements fulfilled by June 2021.	Goal 1: Graduates are college and career ready	All Students	38.5%	43.5%	48.5%	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
SBAC ELA	Increase the percentage of students "meeting the standard' on ELA SBAC by at 5% each year and have 36.1% of students or more 'meeting the standard' on ELA SBAC by June 2021.	Goal 2: Students are proficient in state academic standards	All Students	16.1%	21.1%	26.1%	Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.

SBAC Math	Increase the percentage of students "meeting the standard' on Math SBAC by at 5% each year and have 20% of students or more 'meeting the standard' on Math SBAC by June 2021.	Goal 2: Students are proficient in state academic standards	All Students	0.0%	5.0%	10.0%	Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.
AP Pass Rate	NA	NA	NA	NA	NA	NA	NA
Dual Enrollment Pass Rate	30% of student body will be enrolled in concurrent enrollment by June 2021.	Goal 1: Graduates are college and career ready	All Students	data not available	NA	NA	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Pathway Participation/ CTE Enrollment*	100% of students enrolled in pathway every year and increase the amount of student earning certificates each year.	Goal 1: Graduates are college and career ready	All Students	100%	100%	100%	Strengthen enrichment programs which may involve partnerships with other alternative schools and/or community partners. A focus on health and wellness would be of particular assistance.
English Learner Progress	Increase percentage of English Language Learners (ELLs) that are reclassified by 10% each year and have 42.5% of ELLs or more reclassified by June 2021	Goal 4: English learners are reaching English fluency	English Learners	9.5%	19.5%	22.5%	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
Suspension Rate	No more than 5 suspensions per year and zero incidents of violence	Goal 5: Students are engaged in school everyday	All Students	data not available	coming soon	coming soon	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.

School: Street Academy			**School ID:** 313

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	As a site we do not collectively see the pathway as the central strategy for school improvement. This is evidenced by inconsistent follow through on established pathway protocols	Develop common understanding of pathway goals and how each teacher's, staff member's, etc role is defined in relation to pathway success.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	2: Somewhat	We have recently narrowed the focus of our pathway to align with CTE industry	Unpack and develop schoolwide understanding of CTE education pathway standards
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	Development of ILT and implementation of ILT led professional learning has created opportunity for robust analysis of core program and setting goals for improvement around pathway alignment with daily instruction	Create content area rubrics aligned with NGSS/CCSS and industry pathway standards
School Leadership & Vision Goal for 2018-19:		If we utilize our ILT, Internships & College Readiness Coordinator & SAF Board to facilitate professional learning around our Education Pathway, then we will see daily instruction become more aligned with our pathway and social justice foci.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	2: Somewhat	Currently we've established teams to accomplish buckets of necessary work but they are new and fledgling	Teams, particularly new hires who step into team leader positions, need opportunity to be acclimated to pathway plan, vision, standards, etc to focus team work toward pathway development. This can be included as part of beginning of the year and mid-year retreats
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	2: Somewhat	Currently we've established teams to accomplish buckets of necessary work but they are new and fledgling	Teams, particularly new hires who step into team leader positions, need opportunity to be acclimated to pathway plan, vision, standards, etc to focus team work toward pathway development. This can be included as part of beginning of the year and mid-year retreats
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	Teachers and staff are highly active in decision-making, however parent and community stakeholders need an avenue to express voice	Utilize Family Engagement, Recruitment & Retention Team to develop more consistent ways of collecting family opinions to inform decision making & resource development

Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	As a result of our Worker Owned Wednesdays model and master schedule, teachers and teams are able to collaborate and teachers have shared prep time. CTM receive stipends for advisory/case management style work extending beyond work hours. CTM is essential student support for accomplishing our school's vision of drop/push out prevention.	Facilities upgrades are required to support expansion of our pathway and creation of college center
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	100% of students have access to A-G; 100% of students have access to pathway; 100% of students have access to personalized supports	Establish a committee of the SAF Board to encourage resource development
Systems & Structures Goal for 2018-19:	Use all teams (FERRT, SAF Board, etc) to collect input from various stakeholders to improve family engagement, increase community voice, and encourage resource development		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Beginning & Mid year All Faculty retreat	All Pathways	All Students	LCFF Supplemental				Building the Conditions	A2.4 Teacher Recruitment & Retention
Individual teams develop brief vision/mission statement in support of pathway focus	Departmental Team	All Students					Work-Based Learning	A1.1 Pathway Programs
FERRT (in collaboration with Intern. Coordinator, SAF Board Committee), etc plan family engagement circles, work based learning and college aligned events - ie: Mock Interviews, Social Justice Exhibitions, and events to generate resources.	Whole School	All Students	Measure N				Work-Based Learning	A2.9 Targeted School Improvement Support
ACT - Academic Counseling Team to lead CTM in training around transcript analysis, scheduling & use of AERIES	Departmental Team	All Students	LCFF Supplemental				Comprehensive Student Supports	A1.3 A-G Completion
ILT - Instructional Leadership Team to plan and facilitate teacher professional learning during Wednesday collaboration time	Grade Level Team	All Students	LCFF Supplemental				Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
SAT - Surveys & Assessments Team to be trained to implement all aspects of state, district and school testing and surveys. Facilitate data analysis session to inform decision making	Whole School	All Students	LCFF Supplemental				Building the Conditions	A2.8 Data & Assessment

LANGUAGE & LITERACY

What strategic actions are you taking to improve language and literacy outcomes for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Effectiveness?	Evidence of Impact and Analysis
Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction	Partially Implemented	Effective	PLCs are ongoing, focused on relevant Theories of Action for teachers, Peer observations and follow up, Explicit focus on literacy throughout the year

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline (MidYear)	2017-18 Target (MidYear)	2018-19 Target (MidYear)	Related WASC Goal
Reading Level	Increase the percentage of students reading close to, at, or above grade-level by 5% each year.	Low-Performing Students	39.6%	44.6%	44.9%	Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.
Common Core	Increase the percentage of teachers using standards based rubrics in all classes / all assignments.	All Students	0%	50%	100%	Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.

THEORY OF ACTION

Theory of Action	If we host PLCS to workshop department/course rubrics; establish partnerships with organizations, and clearly communicate expectations and deliverables for every intersession, then we will have 100% rubric integration in every class, student certification in our three target areas, and at least a 50% passage rate for students invited to intersession for one course.
How are you supporting English Language Learners?	Ongoing PLCs will focus on collaborative development of literacy strategies to be used across content areas so English Language Learners gain multiple access points to curriculum.
How are you building conditions for students and adult learning?	With implementation of Worker Owned Wednesdays, all students are engaged in individual and cohort internships each Wednesday. This creates imbedded time in the school day for teacher planning, team collaboration, ILT led Professional Learning Communities focused on creating social justice infused curriculum to engage students in learning that feels relevant and accessible.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	Street Academy Foundation Board	ILT - Instructional Leadership Team	ILT members + Internship and College Readiness Coordinator + After School Program Coordinator	Humanities, Science + Math

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Supporting Newcomers and English Language Learners: Identify language and literacy strategies and tailor instruction for Newcomers developing their language proficiency--in particular, academic and professional English.	English Learners						
Partner with organizations to provide students with individual & cohort work based learning internship experiences on Worker Owned Wednesdays	All Students					Work-Based Learning	A1.1 Pathway Programs
Imbed time in the school day for teacher prep, team collaboration and ILT led Professional Learning Communities	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher PLC designed to provide collaboration time and training to improve literacy instruction	Low-Performing Students					Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Teacher PLC designed to provide collaboration time and training to improve language acquisition	English Learners					Comprehensive Student Supports	A4.1 English Learner Reclassification
Continue schoolwide Get Informed Fridays literacy initiative to support with improving SRI scores, exposure to social justice concepts and developing student facilitation skills	All Students					Building the Conditions	A3.2 Reading Intervention

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	3	2+	Street Academy has always prioritized social justice focused curriculum. Until this year our pathway focus has been Social Justice & Community Organizing. This year we moved to align with Education as our CTE Pathway
Integrated Core	1	2	2	Integration of core courses happens mostly via World History and GlOakland international travel cohort internship. Also there is direct alignment with English 4 Senior Action Research Project and individual internships. Integration among other content areas is developing.
Cohort Scheduling	2-	2	2+	We are able to place most students in grade level appropriate cohorts. Due to our small size and our mission of recruiting students who are behind, cohort scheduling is challenged when student priority is credit recovery

BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	2+	3-	PLC peer-to-peer observations between buddy teachers in departments has eliminated isolation and increased critical dialogue around focus standards
Collaborative Learning	1	2	3	Establishment of teams to handle buckets of work has increased opportunities for meaningful teacher collaboration; continued participation in OUSD Alternative Education Collaborative professional learning expands our resources to include collaboration opportunities with other schools

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	3-	3	PLC peer-to-peer observations between buddy teachers in departments has eliminated transparency and isolation and increased critical dialogue around focus standards; we can always do more
Collaboration Time	2	3-	3	ILT led PLC creates consistency and more relevant work time as reported by teacher participants
Professional Learning	1	3	3	This is the first year of implementation of ILT led PLC so it wasn't until mid-year that we got into a routine of planning and facilitation. Demands of being new teachers enrolled in credential programs interrupts team work as credentialing is priority

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction	Fully Implemented	Somewhat Effective	Teachers report that the PLCs feel much more relevant and focused.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	All teachers use standards based rubrics in all classes / all assignments. 100% of assignments have a standards based rubric aligned to 4.0 grading scale	All Students	0%	100% of teacher gradebooks have a standards based rubric aligned to 4.0 grading scale	100% of assignments have a standards based rubric aligned to 4.0 grading scale	Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.

Career Technical Education	Develop/identify certifications in the following categories: 1) Political & Community Action Certification 2) RJ/TLS Certification 3) Tutor Training for students	All Students	0%	10 students currently participate in RJ/TLS training without certification	30% of students to obtain certifications by 12th grade year	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Graduate Capstone/Culminating Experience	Alignment with and vertical articulation of teacher standards based rubrics with Graduate Capstone project rubric. Each phase of senior project is assessed using standards based rubric.	All Students	10% of teachers using standards based rubrics	30% of teachers using standards based rubrics	50% of teachers using standards based rubrics	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
Course Passage Rates	More students receive full credit in all core classes via intersession and focused interventions. 50% of students invited to intersession pass.	All Students	40%	70%	80% of student population to earn full credit in all core classes teacher term	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.

THEORY OF ACTION

Theory of Action	If we host PLCS to workshop department/course rubrics, establish partnerships with organizations, and clearly communicate expectations and deliverables for every intersession, then will have 100% rubric integration in every class, student certification in our three target areas, and at least a 50% passage rate for students invited to intersession for one course.
How are you supporting English Language Learners?	Class rubrics will be broken down so English Language Learners have a clear understanding of how to succeed in their classes. Making sure ELL students are paired with one another so they can master subjects in English as well as their native language
How are you building conditions for students and adult learning?	The opportunity to acquire a certification will promote greater student motivation. Rubric based grading facilitates student content knowledge growth and explicit understanding of learning goals. Staff hosted PLCs will increase staff confidence in rubric based grading and vertical articulation.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	**Governance Team (SSC, Parent Team, Student Leadership)**	**Leadership Team (ITL)**	**Pathway Teams**	**Department Teams**
	Street Academy Foundation Board	ILT - Instructional Leadership Team	ILT members + Internship and College Readiness Coordinator + After School Program Coordinator	Humanities, Science + Math

STRATEGIC ACTIONS

Strategic Actions	**Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Cost**	**Object Code**	**UPC**	**Which Linked Learning pillar does this support?**	**Associated LCAP Action Area**
Supporting Newcomers and English Language Learners: Identify language and literacy strategies and tailor instruction for Newcomers developing their language proficiency--in particular, academic and professional English.	English Learners						
Rubric PLC and Workshop for Department / Course	All Students					Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
Establish partnerships with organizations to fulfill student certifications	All Students					Career Technical Education	A1.1 Pathway Programs
Clearly communicated expectations and deliverables for every intersession	Low-Performing Students					Comprehensive Student Supports	A1.3 A-G Completion

Street Academy Foundation funds Admin, CTM - Counselor Teacher Mentor, Instructor & other support staff to provide drop out/push out prevention services & college prep curriculum for Oakland Unified School District students	Low-Performing Students	LCFF Supplemental	$872,338.00	5825		Rigorous Academics	A1.3 A-G Completion
Street Academy Foundation partners with Bay Area Community Resources to provide extended day learning for all youth enrolled at OEZSA. Programs provide enrichment in arts, technology and social emotional and physical well being. Extended day model also supports targeted intervention and tutorial to 100% of student body	All Students	21st Century	$111,316.00	5825		Comprehensive Student Supports	A1.6 After School Programs
Graduate Capstone and GATE Students: Identify academically challenging research and writing opportunties for GATE students	GATE Students						
Academic Proficiency: Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	All Students						

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	1	3	3	Issues between students and providers have decreased from last year to this year. Students are still reporting that internships are less important to them than their core classes; Students want more experiences related to their interests
Pathway Outcomes	1	2	2+	End of Program Social Justice Exhibitions provide students with opportunity to demonstrate their learning and to learn from each other's experiences; students require more opportunities throughout the year to prepare for exhibitions and reflect on their learning experience.
Pathway Evaluation	1	2	2	We have expanded pathway team to include Instructional Leadership Team teachers, After School Program Coordinator, SAF Board member and community providers. We have yet to formalize our evaluation process

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students, 9th, 10th, 11th, and 12th, specifically in the non-profit sector.	Fully Implemented	Effective	All, students are participating in an internship.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Exploration	Explore Careers based on aptitude testing. Students explore careers & businesses in the community to provide meaningful internships. 100% of all students complete aptitude testing, analyze strengths / areas of growth, and select internship opportunities that lead to certifications within career of interest.	All Students	0%	80%	100% of all students complete aptitude testing, analyze strengths / areas of growth, explore career options based on findings	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
Career Preparation	Prepare students through workshops and course lessons focusing on business, workplace etiquette, computer skills, resume building, office & writing skills. 100% of new students participate in soft skill building workshops.	All Students	0%	80%	100% of new students participate in soft skill building workshops	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.

Career Training	Strengthen Soft Skills: Partner with Career Bridge to provide students with year round soft skill workshops and participate in internships to demonstrate soft skills. 100% of new students participate in Career Bridge; 100% of students placed in individual and cohort internships for hands on learning experiences within the nonprofit & education industries.	All Students	0%	80%	100% of new students participate in Career Bridge.	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.

THEORY OF ACTION

Theory of Action	If we restructure Metamorphosis, partner with local schools, and Career Bridge, then 100% of students will build pathway skills in their internships & core classes; attendance will increase; and Street Academy will sustain long term partnerships with internship organizations.			
How are you supporting English Language Learners?	Continue to create and increase partnerships with organizations such as Soccer Without Borders who support English language learners through inclusion & personalized support.			
How are you building conditions for students and adult learning?	Staff will participate in externships to create alignment between pathway internships and academic content areas to increase relevance and deepen student and adult learning experiences.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	Street Academy Foundation Board	ILT - Instructional Leadership Team	ILT members + Internship and College Readiness Coordinator + After School Program Coordinator	Humanities, Science + Math

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Teachers create targeted lessons to build student expertise in computer skills, office & writing skills, education industry components	All Students	Measure N	N/A			Building the Conditions	A1.1 Pathway Programs
				N/A	N/A		
Create partnerships with local schools	All Students					Work-Based Learning	A1.1 Pathway Programs
			N/A	N/A	N/A		
Restructure metamorphosis to include Career Bridge w/ extended Winter Term internships at local schools(see cost below)	All Students	Measure N				Work-Based Learning	A2.3 Standards-Aligned Learning Materials
			N/A	N/A	N/A		
Partner w/ organizations such as Soccer Without Borders	English Learners				N/A	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
			N/A	N/A			

Partner w/ organizations that provide students with political and community action certifications and teachers with externship experiences (Niroga; RJTI; Afterguard; BAY Peace; NFTE; Career Bridge, etc) for extended learning opportunities to increase amount and quality of instruction.	Low-Income Students	Measure N	$23,000.00	5825	N/A	Career Technical Education	A1.1 Pathway Programs
Fund Internships & College Readiness Coordinator position to implement all aspects of work based learning and college access programs (includes salary, payroll taxes, benefits)	All Students	Measure N	$53,000.00	5825	N/A	Work-Based Learning	A1.1 Pathway Programs
Internships & College Readiness Coordinator to organize annual events such as B 2 School Social Justice Fair; Mock interviews & End of Program Social Justice Exhibitions to support students in career exposure, exploration and authentic assessment while bringing information to families and community in a creative way.	All Students	Measure N	$3,200.00		N/A	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Field trips aligned with pathway goals (transportation, fees, etc)	All Students	Measure N	$5,000.00		N/A	Rigorous Academics	A1.1 Pathway Programs
Supplies/curriculum aligned with pathway goals	All Students	Measure N	$1,500.00		N/A	Rigorous Academics	A1.1 Pathway Programs
ImBlaze electronic attendance taking application for students enrolled in internships	All Students	Measure N	$5,000.00		N/A	Work-Based Learning	A1.1 Pathway Programs
Fund teacher to lead SAT School Day test preparation cram sessions during after school program	Low-Performing Students	Measure N	$500.00		N/A	Rigorous Academics	A2.8 Data & Assessment
Summer Academic Recovery & Intervention (Rising 9th & 10th) to assist students in meeting state's academic proficiency or advanced levels of academic achievement, especially: African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; newcomers; and GATE students.	Low-Performing Students	Measure N	$6,551.00		N/A	Comprehensive Student Supports	A1.5 Summer Learning

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2+	2+	3-	C.A.R.E. Team coordinates student services, access to resources and accountability; CTM are high functioning advisory leaders developing deep relationships with youth & families through consistent Friday Community Building Circles and relentless family communication; Seneca therapist full time on site + Seneca Intern; outside therapy services targeting girls; after school enrichment programs like visual arts, yoga and competitive sports teams. Limited funding makes sustainability difficult
College & Career Plan	2+	3	3	We will maintain our Internships & College Readiness Coordinator for a third year. We are finally to a point where Coordinator can have more balanced focus between internships implementation and college access focus; We started with californiacollege.edu but district discontinued partnership(students still access); Partnership in coming year will enhance career planning focus

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically	Partially Implemented	Somewhat Effective	Friday circles focus on student wellness via DM (Dynamic Mindfulness) and community building. Introductory PLC on how to structure afternoon CTM period. Inclusion school therapist in staff circles, CTM, and RJ circles. Staff led training on usage of C.A.R.E. referrals and regular check-ins with Restorative Justice Coordinator.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Using student planners consistently in every class with CTM follow-up. Every teacher allocates 5 minutes at the end of class to use planner; every CTM uses planner as a tool to check-in with students.	Low-Performing Students	0%	20% of students usin	100% of teachers allocate 5 minutes at the end of class to use planner; 100% of CTM use planner as a tool to check-in/out with students	Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.
College Access	Transcript Literacy / Post HS plans. 100% of students can read and understand their transcript and develop their graduation plans.	All Students	0%	50%	90% of students can read and understand their transcript and develop their graduation plans.	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Differentiated Interventions	C.A.R.E. Team collaboration with CTM to provide targeted intervention based on 2 Week progress reports, etc.100% of students are strategically assigned to Academic Intervention periods (Tuesday & Thursday).	Low-Performing Students	65%	70%	100% of students are strategically assigned to Academic Intervention periods (Tuesday & Thursday)	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.

THEORY OF ACTION

Theory of Action	If we have students purchase school planners at registration meetings, quarterly CTM circles on reading transcripts and designing future plans, and allocated time during Monday staff meetings, then planners will be used in every class and CTM, 100% of students will be able to read and understand their transcript/develop graduation plans, and 100% students will be strategically assigned to Academic Intervention periods.
How are you supporting English Language Learners?	English Learners are supported by being assigned to targeted intervention periods to increase opportunities for small group & one-on-one tutorial, literacy and math interventions such as Book Club and Kahn Academy
How are you building conditions for students and adult learning?	If adults are provided with time to reflect on data provided as a result of the 2 week accountability cycle, then adults more deeply understand what students are not learning, can inform families consistently, and provide necessary interventions to accelerate student learning

Engagement: **Who do you need to meet with moving forward to develop and then finalize this plan?**	*Governance Team (SSC, Parent Team, Student Leadership)*	*Leadership Team (ITL)*	*Pathway Teams*	*Department Teams*
	SSC, CTM Parents	C.A.R.E. Team + FERRT (Family Engagement Recruitment & Retention Team)	Instructional Leadership Team + After School Program Coordinator + Internships & College Readiness Coordinator +Key Partners	All Content Area Teams

STRATEGIC ACTIONS

Strategic Actions	**Target Student Group for This Action**	**If this requires funding, what is the funding source?**	**Cost**	**Object Code**	**UPC**	**Which Linked Learning pillar does this support?**	**Associated LCAP Action Area**
Students purchase school planners at registration meetings	All Students						A2.2 Social Emotional Learning
Quarterly CTM Circles on reading transcripts and designing future plans	All Students						A1.3 A-G Completion
Time is allocated during Monday staff meetings to assigned all students to intervention classes	Low-Performing Students						A3.2 Reading Intervention
Surplus		Title I: Basic	$23,047.00	4399			
Surplus		Title I: Parent Participation	$567.00	4399			
Supporting Students with Disabilities: Provide professional development and collaboration opportunities focused on providing accomodations to students with disabilities.	Students with Disabilities						
Supporting Homeless Students: Identify and provide wrap-around supports for students experiencing homelessness via the site C.A.R.E. Team	Homeless Youth						
Supporting Foster Care Youth: Identify and provide wrap-around supports foster care youth with case manager and via the site C.A.R.E. Team.	Foster Youth						

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: Street Academy							School ID: 313	

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Budget Action Number
Individual teams develop brief vision/mission statement in support of pathway focus	All Students					Work-Based Learning	A1.1 Pathway Programs	313-1
Partner with organizations to provide students with individual & cohort work based learning internship experiences on Worker Owned Wednesdays	All Students					Work-Based Learning	A1.1 Pathway Programs	313-2
Imbed time in the school day for teacher prep, team collaboration and ILT led Professional Learning Communities	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	313-3
Teacher PLC designed to provide collaboration time and training to improve literacy instruction	Low-Performing Students					Comprehensive Student Supports	A2.9 Targeted School Improvement Support	313-4
Teacher PLC designed to provide collaboration time and training to improve language acquisition	English Learners					Comprehensive Student Supports	A4.1 English Learner Reclassification	313-5
Continue schoolwide Get Informed Fridays literacy initiative to support with improving SRI scores, exposure to social justice concepts and developing student facilitation skills	All Students					Building the Conditions	A3.2 Reading Intervention	313-6
Rubric PLC and Workshop for Department / Course	All Students					Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS	313-7
Establish partnerships with organizations to fulfill student certifications	All Students					Career Technical Education	A1.1 Pathway Programs	313-8
Clearly communicated expectations and deliverables for every intersession	Low-Performing Students					Comprehensive Student Supports	A1.3 A-G Completion	313-9
Graduate Capstone and GATE Students: Identify academically challenging research and writing opportunties for GATE students	GATE Students							313-10

Action	Student Group	Funding Source	Amount			Category	Subcategory	ID
Academic Proficiency: Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	All Students							313-11
Create partnerships with local schools	All Students				N/A	Work-Based Learning	A1.1 Pathway Programs	313-12
Partner w/ organizations such as Soccer Without Borders	English Learners				N/A	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	313-13
Students purchase school planners at registration meetings	All Students						A2.2 Social Emotional Learning	313-14
Quarterly CTM Circles on reading transcripts and designing future plans	All Students						A1.3 A-G Completion	313-15
Time is allocated during Monday staff meetings to assigned all students to intervention classes	Low-Performing Students						A3.2 Reading Intervention	313-16
Supporting Students with Disabilities: Provide professional development and collaboration opportunities focused on providing accomodations to students with disabilities.	Students with Disabilities							313-17
Supporting Homeless Students: Identify and provide wrap-around supports for students experiencing homelessness via the site C.A.R.E. Team	Homeless Youth							313-18
Supporting Foster Care Youth: Identify and provide wrap-around supports foster care youth with case manager and via the site C.A.R.E. Team.	Foster Youth							313-19
Street Academy Foundation partners with Bay Area Community Resources to provide extended day learning for all youth enrolled at OEZSA. Programs provide enrichment in arts, technology and social emotional and physical well being. Extended day model also supports targeted intervention and tutorial to 100% of student body	All Students	21st Century	$111,316.00	5825		Comprehensive Student Supports	A1.6 After School Programs	313-20
Beginning & Mid year All Faculty retreat	All Students	LCFF Supplemental				Building the Conditions	A2.4 Teacher Recruitment & Retention	313-21
ACT - Academic Counseling Team to lead CTM in training around transcript analysis, scheduling & use of AERIES	All Students	LCFF Supplemental				Comprehensive Student Supports	A1.3 A-G Completion	313-22

ILT - Instructional Leadership Team to plan and facilitate teacher professional learning during Wednesday collaboration time	All Students	LCFF Supplemental				Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	313-23
SAT - Surveys & Assessments Team to be trained to implement all aspects of state, district and school testing and surveys. Facilitate data analysis session to inform decision making	All Students	LCFF Supplemental				Building the Conditions	A2.8 Data & Assessment	313-24
Street Academy Foundation funds Admin, CTM - Counselor Teacher Mentor, Instructor & other support staff to provide drop out/push out prevention services & college prep curriculum for Oakland Unified School District students	Low-Performing Students	LCFF Supplemental	$872,338.00	5825		Rigorous Academics	A1.3 A-G Completion	313-25
FERRT (in collaboration with Intern. Coordinator, SAF Board Committee), etc plan family engagement circles, work based learning and college aligned events - ie: Mock Interviews, Social Justice Exhibitions, and events to generate resources.	All Students	Measure N				Work-Based Learning	A2.9 Targeted School Improvement Support	313-26
Teachers create targeted lessons to build student expertise in computer skills, office & writing skills, education industry components	All Students	Measure N			N/A	Building the Conditions	A1.1 Pathway Programs	313-27
Restructure metamorphosis to include Career Bridge w/ extended Winter Term internships at local schools(see cost below)	All Students	Measure N			N/A	Work-Based Learning	A2.3 Standards-Aligned Learning Materials	313-28
Fund teacher to lead SAT School Day test preparation cram sessions during after school program	Low-Performing Students	Measure N	$500.00		N/A	Rigorous Academics	A2.8 Data & Assessment	313-29
Supplies/curriculum aligned with pathway goals	All Students	Measure N	$1,500.00		N/A	Rigorous Academics	A1.1 Pathway Programs	313-30
Internships & College Readiness Coordinator to organize annual events such as B 2 School Social Justice Fair; Mock interviews & End of Program Social Justice Exhibitions to support students in career exposure, exploration and authentic assessment while bringing information to families and community in a creative way.	All Students	Measure N	$3,200.00		N/A	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	313-31
Field trips aligned with pathway goals (transportation, fees, etc)	All Students	Measure N	$5,000.00		N/A	Rigorous Academics	A1.1 Pathway Programs	313-32
ImBlaze electronic attendance taking application for students enrolled in internships	All Students	Measure N	$5,000.00		N/A	Work-Based Learning	A1.1 Pathway Programs	313-33

Summer Academic Recovery & Intervention (Rising 9th & 10th) to assist students in meeting state's academic proficiency or advanced levels of academic achievement, especially: African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; newcomers; and GATE students.	Low-Performing Students	Measure N	$6,551.00		N/A	Comprehensive Student Supports	A1.5 Summer Learning	313-34
Partner w/ organizations that provide students with political and community action certifications and teachers with externship experiences (Niroga; RJTI; Afterguard; BAY Peace; NFTE; Career Bridge, etc) for extended learning opportunities to increase amount and quality of instruction.	Low-Income Students	Measure N	$23,000.00	5825	N/A	Career Technical Education	A1.1 Pathway Programs	313-35
Fund Internships & College Readiness Coordinator position to implement all aspects of work based learning and college access programs (includes salary, payroll taxes, benefits)	All Students	Measure N	$53,000.00	5825	N/A	Work-Based Learning	A1.1 Pathway Programs	313-36
Surplus		Title I: Basic	$23,047.00	4399				313-37
Surplus		Title I: Parent Participation	$567.00	4399				313-38

<u>Title I School Parental Involvement Policy 2017-18</u>

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Street Academy _____ agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.
     (In the box below, briefly describe or bullet how this happens at your school.)

  > Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

  ➤ Offer a flexible number of meetings for parents.
     (In the box below, briefly describe or bullet how this happens at your school.)

  > These meetings are scheduled once a month. We will contact you via email, school newletters, school postings, flyer home with student, website, and robo-calls.

  ➤ Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
     (In the box below, briefly describe or bullet how this happens at your school.)

  > Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

➤ Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

> These meetings are scheduled once a month. We will contact you via email, school newletters, school postings, flyer home with student, website, and robo-calls.

➤ Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

> Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

➤ Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

> Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

School-Parent Compact

(Name of school) **Street Academy** :
has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Building Parent Capacity for Involvement

(Name of school) **Street Academy** .

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress
     (In the box below, briefly describe or bullet how this happens at your school.)

     > Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

  ➢ Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
     (In the box below, briefly describe or bullet how this happens at your school.)

     > Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

  ➢ Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
     (In the box below, briefly describe or bullet how this happens at your school.)

     > Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

➢ Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
(In the box below, briefly describe or bullet how this happens at your schools.)

> Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

➢ Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
(In the box below, briefly describe or bullet how this happens at your school.)

> Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

➢ Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
(In the box below, briefly describe or bullet how this happens at your school.)

> Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
(In the box below, briefly describe or bullet how this happens at your school.)

> Parents are invited to attend and engage in SSC meetings, and attend parent institute workshops

Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Street Academy   School Site Council on (Date) 10/23/2017 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.
The (Name of school) Street Academy   's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____   _____
(Principal's Signature)   (Date)

OEZSA ZAPATISTA SOCIAL JUSTICE AGREEMENTS

I fully commit to Street Academy in the following ways:

1. I will arrive at OEZSA on time (8:50 a.m.) everyday and attend for the duration of the academic and enrichment program.
2. I will come to school every day prepared to learn (examples: supplies ready, well-rested, positive attitude, personifying core values).
3. I will not take shortcuts. I will give 100% everyday - work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow Zapatistas and I to learn. I will strive for a minimum of 80% and a 3.0 GPA in all classes. Everyday, I will be the best Zapatista and person I can be.
4. I will complete all my homework after school and in the evenings. I will make sure my homework is of the best quality because it is a representation of me
5. If I am assigned a Reconciliation Hour (Non social Lunch, Friday Night Blues, Weekend Wake Up) I will stay. If I receive more than 5 detentions, I will meet with my CTM and other family support to revisit my plan for success.
6. I will come to OEZSA on appropriate Saturdays.
7. I am committed to excellence and understand that the following may mean no participation in field trips and off campus activities, graduation exercises, and possible ineligibility to receive a diploma from OEZSA - a below 2.0 GPA; more than 5 referrals / year; more than 1 suspension / year.
8. I am responsible for my own behavior. If I make a mistake, I will take responsibility, by telling the truth, and fixing the behavior.
9. I will ask my CTM & other Staff Support for help when I need it both in class and outside of class.
10. I will always follow CTM & Staff Support directions and school rules. If I disagree with something, I will follow the directive, and, at an appropriate time, I will meet with the CTM or Staff Support to discuss my concerns.
11. I will take pride in my culture and respect the cultures of others. I will respect the rights and interests of all members of the OEZSA community regardless of race, color, gender, disability, age, religion, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment. I will always use appropriate tone and body language when speaking with someone at OEZSA. I will address all people by their name and with respect.
12. I will follow the OEZSA dress code everyday.
13. I will leave an area better than how I found it, by not littering, not tagging, by cleaning up after myself and others, and keeping our campus clean and beautiful.
14. I will show pride in self and give of myself by providing 10 hours of community service to my school and broader community annually.
15. I will understand and personify the OEZSA Core Values/Principles, embody the 7 Core Assumptions, model the expected behaviors and uphold the Social Justice Agreements.

Print OEZSA Zapatista's Name

OEZSA Zapatista's Signature   Date

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OEZSA CTMS & STAFF SOCIAL JUSTICE AGREEMENTS

I fully commit to OEZSA in the following ways:

1. I will be present and on time daily. This means being at my post to actively supervise transitions in mornings, afternoons, etc. I will be ready to work before the first and/or dismissal bell rings, during transitions, returning from breaks, lunch, etc. I will remain at OEZSA everyday to be present to support the after school program when necessary, and to constructively engage in staff meetings, professional development, RJ circles, SST's, parent meetings, IEP meetings etc.

2. I will commit to not letting failure be an option for each Zapatista. I will expect each Zapatista to reach a minimum of 80% or higher in all classes. I am committed to results (both academic and personal).

3. I will always teach and serve the community in the best way I know how, and I will do whatever it takes for every single Zapatista to learn. This means building relationships between adult and child so that we minimize out of class time thus supporting each Zapatista in making the goal of no suspensions and no out of class referrals to the CTM or Principal for the entire school year.

4. I will value the families and the cultural backgrounds of our Zapatista's families and will utilize these assets in our classrooms and school community.

5. I will use regular data analysis to plan and execute rigorous lessons and to evaluate our Zapatista's progress academically, behaviorally, socially and emotionally. This will help prepare our Zapatistas for success in college and in life after high school. I will reflect, collaborate and plan transparently with colleagues on a regular basis. I am committed to my own professional growth and constant learning. I will get feedback regularly and seek out professional development opportunities.

6. I will hold *all* of OEZSA's Zapatistas, parents/families, fellow staff & Community Supporters, and selves to high expectations.

7. I will make myself available to our Zapatista's, parents/guardians/families, and fellow staff supporters via phone, email, or in person with consistent and timely communication, within 24-48 hrs of a family calling. I will regularly provide parents/guardians/families with updates on their children's progress via Daily Contract coupled with daily communication, school wide monitoring, progress reports, and report cards.

8. I will respect the rights and interests of everyone at OEZSA regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.

9. I will always act in a professional manner when speaking with all people in our school community: fellow colleagues, parents/guardians/families, and Zapatistas.

10. I will strive to be the best staff advocate that I can be by modeling excellence and taking no shortcuts in preparing our Zapatistas for success in high school, college, and career and in life.

11. I will work tirelessly to ensure the safety of all Scholars for Change under our supervision and care.

12. I am responsible for my own behavior. If I make a mistake, I will take responsibility, by telling the truth, and fixing the behavior.

13. I will advocate tirelessly for equitable outcomes for all of our Zapatistas on a local, state, national and global level.

14. I will understand and personify the OEZSA Core Values/Principles, embody the 7 Core Assumptions, model the expected behaviors and uphold the Social Justice Agreements.

Print OEZSA CTM's Name

OEZSA CTM's Signature   Date

OEZSA PARENTS/FAMILIES SOCIAL JUSTICE AGREEMENTS

We fully commit to Oakland Emiliano Zapata Street Academy (OEZSA) in the following ways:

1. We will make sure our child arrives at OEZSA everyday no later than 8:50am (Monday – Friday).
2. We will make arrangements so our child can remain at OEZSA up to and beyond dismissal in order to do whatever it takes to ensure your Zapatista's success.
3. We will expect our child to earn a minimum 80% and a 3.0 GPA in all classes.
4. We will make arrangements for our child to come to OEZSA on appropriate Saturdays.
5. We understand that OEZSA is run by its own community nonprofit and that it depends upon the community's involvement to continue its existence. We will volunteer at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, school events, office/classroom support, donations, clerical support, etc).
6. If our child needs to stay for OEZSA Reconciliation hours (ie: Non Social Lunch or Friday Night Blues) more than 5 times consecutively, I will attend a CTM meeting and/or Staff Meeting Circle to design goals to support my child's success.
7. We give permission for our child to participate in supplemental instruction as needed (for example, field trips, Weekend Wake Up, Before/After school program and Saturday Academy).
8. We will partner with CTM, Staff Support and Community Support of OEZSA to help our child excel in school, both academically and behaviorally.
9. We will insure our child completes homework every night. We will make sure homework is of the best quality. We will ask for regular updates regarding our child's progress or lack thereof
10. We will always make ourselves available to our children and the school and respectfully address any concerns that arise concerning our child. We will meet regularly with CTM and or appropriate Staff/Community Support to discuss our child's progress.
11. If our child is going to be tardy or be absent from school will call the office the morning of the tardy or absence.
12. We will support our child in his or her commitment to excellence and understand that the following means no participation in graduation ceremony, graduation related activities and possibly additional time beyond the average 4 years of high school to earn a diploma - a below 2.0 GPA; more than 5 referrals / year; more than 1 suspension / year; failure to pass the California High School Exit Exam; failure to earn 230 credits within required areas of study
13. We will make sure our child follows the OEZSA dress code.
14. We understand that our child needs to respect the rights and interests of everyone at OEZSA regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
15. We will always act in a professional manner when speaking with all people in our school community: OEZSA CTMs, Staff Support, Community Support, Zapatistas, fellow parents / family members, etc are all worthy of respect at all times. We should be united in our pursuit of academic excellence, respectful and responsible in our actions and our words. (i.e. use of profanity, shouting, threatening or demeaning language of any kind is never appropriate).
16. We will help our child prepare for college and life after high school by supporting him/her and encouraging him/her to adhere to the Social Justice agreements.
17. We are responsible for our own behavior, as well as our child's. If a mistake is made we will take responsibility and will OWN it, by telling the truth, and fixing the behavior.

Print OEZSA Parent/Guardian's Name   Parent/Guardian Name

OEZSA Parent/Guardian Signature   Date

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

2017-2018
School Site Council Membership Roster – High School

School Name: Street Academy

Chairperson :	Calvin Payne
Vice Chairperson:	Ken Porter
Secretary:	Christina McGhee

Place "X" In Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Gina Hill	✓				
Marisol Nuño		✓			
Ray Carbaugh		✓			
Christina McGhee		✓			
Nancy Hanna			✓		
Alizabeth McGautin		✓			
Ken Porter				✓	
Calvin Payne				✓	
Maria Elena Nevarez				✓	
MiKia Combs					✓
Asem Kinchen					✓
Isaac Morales					✓

Meeting Schedule (day/month/time)	

SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be an equal number of students and parent/community members;
4. Majority of school staff members must be classroom teachers;
5. Students are required to be members of the High School SSC
6. Parent/community members cannot be OUSD employees at the site.

- 1-Principal
- 4-Classroom Teachers
- 1-Other Staff

AND

- 3-Parent /Community
- 3-Students