

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 25, 2014

**To:** Board of Education

**From:** Gary Yee, Superintendent  
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action  
Vernon Hal, Deputy Superintendent Business & Operations  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2014 - 2015 Community Schools Strategic Site Plan (CSSSP)

**Action Requested:**

The Board of Education is requested to approve the 2014-2015 Community Schools Strategic Site Plan for Student Achievement for Emilio Zapata Street Academy.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index (API).

**Discussion:**

The Community Schools Strategic Site Plan builds on a premise that students are capable of learning with effective instruction, 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 to student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

➤ Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2014-2015 Community Strategic Site Plan for Emilio Zapata Street Academy.



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Street Academy**

**0130179**

**School Year: 2014-2015**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

#### SCHOOL SITE

##### CONTEXT

Since 1973, the Oakland Emiliano Zapata Street Academy (OEZSA), known simply as Street Academy, has been a small, alternative high school committed to preventing students of color from dropping out or being pushed out of the education system, while providing them access to academic success. Street Academy exists to resist race, class, and other inequalities in our public schools, in our society, and in our world. Here each student is challenged, nurtured, and supported with tough love and high expectations. Students enter the Street Academy with academic deficiencies as a result of inconsistent schooling and a variety of other social determinants. Less than 10% of our students enter at grade level and all are at high risk of dropping out of school and the resulting serious problems. Street Academy was designed as a small school where at-risk students can have a second chance at succeeding. Students come to Street Academy for many reasons. Some enter as beginning 9th graders; others transfer as 10th or 11th graders. Some prefer an alternative to Oakland's traditional and large high schools. Some have fallen behind in earning their credits and want to catch up. Others have dropped out of school for personal reasons and now want to resume their studies in a more personalized environment. Others are referred by counselors, friends, or family members after not thriving in mainstream schools. Some have had chronic truancy and disciplinary issues. Some attend Street Academy to get away from gangs and violence in other schools. Street Academy's goal is to provide students with a college preparatory education through a curriculum that is designed to support, nurture, and move them toward receiving a diploma. All students are enrolled in A-G required courses and have access to our Independent Study program (to help students earn extra credits) and support courses for credits and academic enrichment. Street Academy has been

described as safe, personal, transformative and different. Originally a collaboration between the Bay Area Urban League and Oakland Unified School District, the school now functions with its own nonprofit organization, the Street Academy Foundation, with a Memorandum of Understanding with OUSD. The Street Academy Foundation continues to hold on to the original policies and bylaws established by the Bay Area Urban League while updating and creating new policies that address the current students' needs. The governing board recruits dedicated community members to serve on the board who have the ability to use data and available resources to make the necessary adjustments to support students' academic achievement.

### **VISION**

**ACADEMIC ACHIEVEMENT:** Students who would have otherwise dropped out of high school become college eligible and are prepared for a career after graduation. **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 curriculum that is culturally relevant and that emphasizes 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 Street Academy family.

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### School Quality Improvement System (SQIS)

As a result of OUSD's CORE Waiver from the requirements of the federal "No Child Left Behind" program, OUSD schools are accountable now to our School Quality Improvement System. That system requires the following reporting in the CSSSP:

1. Progress each year toward the CA State Annual Measurable Objectives (AMOs);
2. Progress each year toward the School Quality Improvement Goals (not set until 2014-15);
3. Student group and Content Area targeted for improvement each year;
4. Improvement Goals set for the Targeted Student Group/Content Area (#3 above); and
5. Improvement Strategies to accelerate the performance of the Targeted Student Group/Content Area (#3 above)

See the following for this reporting.

#### CA State Annual Measurable Objectives (AMOs) and the School Quality Improvement Goal

2011-2012 and 2012-2013 School Performance		2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet the year's API growth?		--	No
Did the school meet the year's Achievement Targets?		see following	see following

English/Language Arts	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	27.8%	Yes	5.6%	No
	Socioeconomic Disadvantaged	33.3%	--	7.7%	--

Mathematics	Group	Proficient Target	Met Target? Yes/No	Proficient Target	Met Target? Yes/No
	Schoolwide	33.3%	Yes	5.3%	No
	Black or African American		--	0%	--
	Socioeconomic Disadvantaged	33.3%	--	0%	--

2011-2012 and 2012-2013 School Performance	2011-2012 Yes/No	2012-2013 Yes/No
Did the school meet that year's graduation rate target? (if a High School)	NA	NA
Did the school meet its School Quality Improvement Goal? (Not set until 2014-15)	NA	NA

#### OUSD School Balanced Scorecard

- [02 - Street Academy - School Balanced Scorecard - 2012-13.pdf](#)
- [Guide to the School Balanced Scorecard](#)

#### SQIS Target Student Group and Content Area

Based on analysis of the SQIS Data and the School Balanced Scorecard, we will target the following Student Group and Content Area for improved achievement in the 2014-15 school year:

Student Group: Schoolwide

Content Area: ELA

**School Quality Review (SQR)**

As a result of OUSD's adoption of a new Strategic Plan in 2011, OUSD schools are accountable for quality through OUSD's School Quality Review process. In that process, each OUSD school is reviewed every few years for its development toward the quality defined in OUSD's School Quality Standards. The SQR process requires the following reporting in the CSSSP:

1. The school's individual School Quality Standard ratings are reported (see following and in each of the CSSSP sections).
2. The school reports on the Improvement Priorities it identified as a result of the SQR and the Improvement Strategies it is implementing according to each priority (see following).

NOTE: SCHOOL QUALITY REVIEW INFORMATION IS REPORTED IF A SCHOOL HAS RECEIVED AN SQR BY FALL 2013.

**SQR Summary Report**

- [2012-2013 Summary Report](#)

**SQR Improvement Priorities**

SQR Improvement Priorities (Minimum 3, Maximum 5 Priorities)	SQR Improvement Strategies (The CSSSP sections in which the strategies relevant to this Priority are found.)
Prioritize SIM training to improve efficacy of teacher planning and execution of instructional cycle to include more academic discussion	<input checked="" type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
All teachers to use daily exit tickets to check for understanding and to provide regular analysis of student work in PLC	<input type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input checked="" type="checkbox"/> 1E <input type="checkbox"/> 1F <input type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A
Create a system for positive reinforcements via the student's daily contract in conjunction with Seneca on site therapist and other CBO	<input type="checkbox"/> 1A <input type="checkbox"/> 1B <input type="checkbox"/> 1C <input type="checkbox"/> 1D <input type="checkbox"/> 1E <input type="checkbox"/> 1F <input checked="" type="checkbox"/> 2A <input type="checkbox"/> 2B <input type="checkbox"/> 2C <input type="checkbox"/> 2D <input type="checkbox"/> 3A <input type="checkbox"/> 4A <input type="checkbox"/> 5A

### WASC Accreditation (High Schools only)

High schools in California are accountable for quality through the Western Association of Schools and Colleges (WASC) accreditation process. In that process, a high school is reviewed periodically for its development toward the quality defined in the WASC Focus on Learning protocol. OUSD high schools are **encouraged** to report on their WASC accreditation in the CSSSP in the following way:

1. Upload their WASC Self Study and Action Plan, **if it was completed in 2012-13 or 2013-14** (see following link).
2. Upload their WASC Action Plan or WASC Progress Report if **updated this year (see following link)**.

NOTE: Reporting this information in the CSSSP is OPTIONAL for OUSD high schools.

#### WASC Documentation (High School Only)

- [313\\_WASC Action Plan or School Improvement Plan.pdf](#)

### Other School Accountability/Improvement Plans (optional)

OUSD schools are accountable for quality through a variety of district and external programs and supports that require them to develop a school-wide accountability/improvement plan. OUSD schools are **encouraged** to incorporate these plans into the CSSSP in the following way:

1. Upload their School Accountability/Improvement Plan, **if it is current to this school year** (see following link). When this plan includes comprehensive, school-wide data reporting, data analysis, theory of action, and goal setting required in the CSSSP sections, the plan can stand in for these parts in the CSSSP sections.

NOTE: Reporting this information in the CSSSP is OPTIONAL for OUSD schools.

**School Accountability Systems** Description of how the school collaboratively develops outcomes, monitor progress, and foster a culture of accountability:

The Oakland Emiliano Zapata Street Academy functions through a shared decision making model. This requires teachers and staff to provide input and monitoring of the strategic site plan in conjunction with our School Site Council and student leadership council. English and Math department heads - in conjunction with the Principal - take on the additional role of monitoring through weekly PLC's the implementation and support piece of the Community Schools Strategic Site Plan as it relates to our focus on literacy, math.



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [\[2012-2013: Undeveloped\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [\[2012-2013: Undeveloped\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [\[2012-2013: Beginning\]](#)

#### 2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- There needs to be more focus accelerating the learning of our students to develop college readiness
- Of course, students entering Street Academy who may be 10th grade eligible by age are not eligible by credits. Due to gaps in their education prior to coming to Street Academy, it is not surprising that 10th grade pass rates are low.
- The longer students stay at Street Academy the better they do which is evidenced by the increase in CAHSEE pass rates for seniors

#### Theory of Action

- If SA assesses all students' reading levels with SRI, then this data can be used by teachers to plan lessons and differentiate instruction across content areas in weekly PLC's
- If SA provides students with access to Achieve 3K, culturally relevant literacy materials, engagement in reading increases, lexile levels increase by 3 additional grade levels & CAHSEE pass rates will rise.
- If SA continues weekly PLC's focused on SIMS-Strategic Instructional Model's unit planning structure, coupled with a social justice focus , then the literacy vision will be developed to support transition to Common Core.
- If all teachers are coached in SIMs and focused on quality instruction through frequent observation and feedback by, CST scores will increase resulting in double digit growth over 2 years

#### Strategic Priority Goals

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
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School Scorecard: Participation in ELA Common Core State Standards Aligned Assessments--Scholastic Reading Inventory (grades 2-12); Performance Writing Task (grades 6-12); History Writing Task (grades 6-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant assessments	100%
School Scorecard: 1+ Years' Growth in the Scholastic Reading Inventory	Increase the percent of students making one or more years of lexile gains between the first and last administrations by 10% annually, or maintain at 100%.	Set in Fall 2014

**Strategic Priority Improvement Strategies**

☐ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Identify and purchase appropriate materials to support students scoring low on SRI.	SRI	Low to Middle-Performing	Weekly	Leadership Team	4/11/2014	313SQ11A4783	Allocation of resources to buy curriculum for intervention/acceleration in ELA & History classes.	N/A			0	\$0.00
Provide differentiated English intervention support for targeted students performing low SRI, Kahn Academy diagnostic. Also provide detailed feedback and tracking of student Math & ELA.	SRI	Lower-Performing	Weekly	Leadership Team	4/11/2014	313SQ11A4782	Intervention and extended learning time in ELA & Math for low performers on SRI & Kahn Academy Diagnostic	3010-Title I	5825-CONSULTANTS		0	\$12,546.75
Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests		Monthly	Principal	5/6/2013	313SQ11A6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	N/A			0	\$0.00
All staff, students,	Survey data (CHKS, etc.)		Monthly	Principal	4/11/2014	313SQ11A6110	Staff, students, families train in restorative	N/A			0	\$0.00

families train in restorative justice to create an RJ school that supports students in a way that diminishes risk							justice to create an RJ school that supports students in a way that diminishes risk					
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Attendance		Monthly	Community Partner	5/6/2013	313SQ11A6112	All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00
CTM, in conjunction with Community Partners develop, implement and monitor Individualized Student Success Plans	Attendance	Credit Deficient		Community Partner	4/11/2014	313SQ11A6118	CTM and Community Partners coaching and, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00
Provide training and materials for teachers to lead after school CCSS/NGSS test prep	State tests	Low to Middle-Performing	Monthly	After school program coordinator	4/11/2014	313SQ11A6159	Provide training and materials for teachers to lead after school CCSS/NGSS test prep	N/A			0	\$0.00
Provide training and materials for teachers to lead after school CCSS/NGSS	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	After school program coordinator	4/11/2014	313SQ11A6160	Provide training and materials for teachers to lead after school CCSS/NGSS test prep	N/A			0	\$0.00

test prep												
Provide tutorial and intervention support after school for EL students to transition to be re-designated as English proficient via CELDT	CELDT	English Learners & Redesignated	Monthly	After school program coordinator	4/11/2014	313SQI1A6161	Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$4,467.75
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	Grades/GPA	Credit Deficient	Every Semester	Principal	4/11/2014	313SQI1A6157	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Semester	Principal	4/11/2014	313SQI1A6158	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40
Provide GATE and other college bound	Grades/GPA	High Performing/GATE	Monthly	After school program coordinator	5/6/2014	313SQI1A7579	Revolution Prep for SAT/ACT & access to concurrent enrollment through the community	N/A			0	\$0.00

students with SAT/ACT prep through Revolution Prep as well as access to concurrent enrollment through Peralta community colleges

colleges to be provided for GATE and motivated students

**School Quality Indicator 1: Quality Learning Experiences for All Students**

**Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)**

School: Street Academy

Principal: GINA HILL

**From OUSD Strategic Plan:**

In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [\[2012-2013: Undeveloped\]](#)
- uses instructional strategies that make learning active for students and provide them with different ways to learn (Standard 1.4) [\[2012-2013: Undeveloped\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [\[2012-2013: Beginning\]](#)

**2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis**

- Almost all students scored below or far below basic on the Math CST
- A majority of students scored far & below basic in science
- Our Native population showed a decrease in overall performance in science

**Theory of Action**

- If teachers implement Strategic Instructional Model - SIM unit organizers aligned to NGSS & CCSS, Math overall performance on state assessments will gradually increase
- If Math/Science curriculum aligned to Common Core, social justice and cultural relevance, overall performance on state assessments will gradually increase.
- If instructional coaching and an ongoing cycle of observation in Math/Science happens, through our SAF academic committee, overall performance on state assessments will gradually increase
- If after school program trains in Kahn Academy and strategic test prep for afternoon classes and Saturday School (Weekend Wakeup) there will be double digit growth in CST scores over 2 years

**Strategic Priority Goals**

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
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School Scorecard: Participation in the following Common Core State Standards Aligned Assessments--Math Performance Task (grades K-12); Science Writing Task (grades 3-5)	Ensure 100% of students participate in the relevant Common Core State Standards Aligned Assessments	100%
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**Strategic Priority Improvement Strategies**

■ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide differentiated English intervention support for targeted students performing low SRI, Kahn Academy diagnostic. Also provide detailed feedback and tracking of student Math & ELA.	SRI	Lower-Performing	Weekly	Leadership Team	4/11/2014	313SQ11B4782	Intervention and extended learning time in ELA & Math for low performers on SRI & Kahn Academy Diagnostic	3010-Title I	5825-CONSULTANTS		0	\$12,546.75
Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests		Monthly	Principal	5/6/2013	313SQ11B6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	N/A			0	\$0.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)		Monthly	Principal	4/11/2014	313SQ11B6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00
All staff, students,	Attendance		Monthly	Community Partner	5/6/2013	313SQ11B6112	All staff, students,	N/A			0	\$0.00

families train in restorative justice to create an RJ school that supports students in a way that diminishes risk							families train in restorative justice to create an RJ school that supports students in a way that diminishes risk					
CTM, in conjunction with Community Partners develop, implement and monitor Individualized Student Success Plans	Attendance	Credit Deficient		Community Partner	4/11/2014	313SQ11B6118	CTM and Community Partners coaching and, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00
Provide training and materials for teachers to lead after school CCSS/NGSS test prep	State tests	Low to Middle-Performing	Monthly	After school program coordinator	4/11/2014	313SQ11B6159	Provide training and materials for teachers to lead after school CCSS/NGSS test prep	N/A			0	\$0.00
Provide training and materials for teachers to lead after school CCSS/NGSS test prep	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	After school program coordinator	4/11/2014	313SQ11B6160	Provide training and materials for teachers to lead after school CCSS/NGSS test prep	N/A			0	\$0.00
Provide tutorial and intervention support after school for EL students to transition to be re-designated as English proficient via	CELDT	English Learners & Redesignated	Monthly	After school program coordinator	4/11/2014	313SQ11B6161	Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$4,467.75



CELDT												
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	Grades/GPA	Credit Deficient	Every Semester	Principal	4/11/2014	313SQ11B6157	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Semester	Principal	4/11/2014	313SQ11B6158	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40
Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	State tests		Monthly	Department/Team Lead	6/1/2013	313SQ11B6155	Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Street Academy

Principal: GINA HILL

**From OUSD Strategic Plan:**

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [\[2012-2013: Undeveloped\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [\[2012-2013: Beginning\]](#)

**Theory of Action**

- If there is more consistent implementation of SIM by all teachers, then Street Academy should see an increase in the amount of students stating that lessons are applicable to real life.
- If Metamorphosis class is codified and teachers follow curriculum guide to fidelity then students will feel motivated to access curriculum and college prep courses
- If SA maintains and enhances relationships with CBO's (NAHC, CYO, BAY Peace, Niroga, Holy Names, CES,etc)students will gain real life experiences that provide job skills and promote college readiness through political action units and service
- If SA maintains and enhances relationship with Holy Names and Peralta Colleges, students will participate in pipeline project to the teaching profession

**Strategic Priority Improvement Strategies**

■ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide ongoing SIM - Strategic Instruction	State tests		Monthly	Principal	5/6/2013	313SQI1C6101	Provide ongoing SIM - Strategic Instruction Model	N/A			0	\$0.00

Model - Professional Development to all staff							- Professional Development to all staff					
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)		Monthly	Principal	4/11/2014	313SQ11C6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Attendance		Monthly	Community Partner	5/6/2013	313SQ11C6112	All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00
CTM, in conjunction with Community Partners develop, implement and monitor Individualized Student Success Plans	Attendance	Credit Deficient		Community Partner	4/11/2014	313SQ11C6118	CTM and Community Partners coaching and, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Street Academy

Principal: GINA HILL

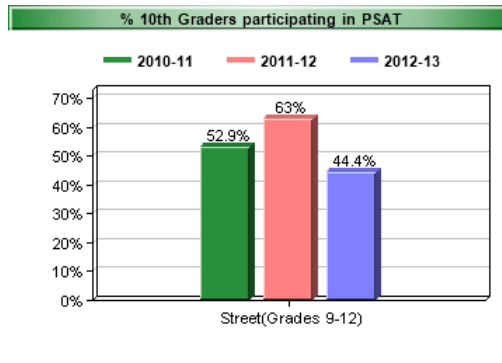
#### From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

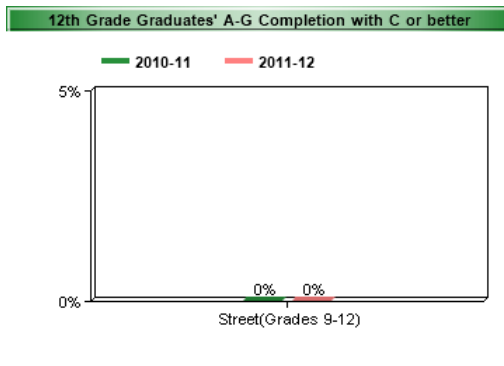
#### School Quality Standards relevant to this Strategic Priority

A quality school...

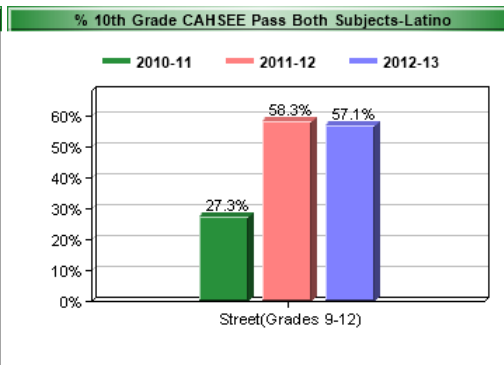
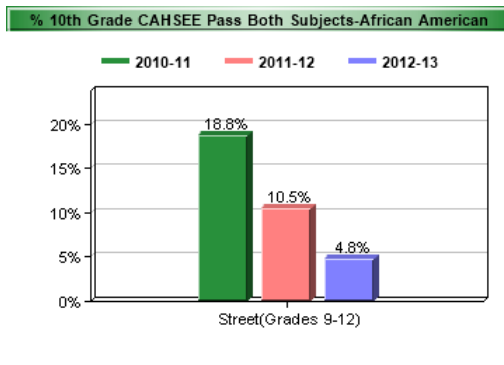
- provides students with curriculum that is meaningful and challenging to them (Standard 1.1) [\[2012-2013: Undeveloped\]](#)
- ensures that students know what they're learning, why they're learning it and how it can be applied (Standard 1.7) [\[2012-2013: Undeveloped\]](#)
- provides and ensures equitable access to curriculum and courses that prepare all students for college (Standard 1.10) [\[2012-2013: Beginning\]](#)



A-G



CAHSEE



2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis

- There is a need to create opportunities for students to participate in college and career related activities

Theory of Action

- If SA maintains and enhances relationship with Holy Names and Peralta Colleges, students will participate in pipeline project to the teaching profession as a potential career thus making school more relevant.
- If Street Academy continues to require political action units & community service associated with Action Research Projects, then students will see the skills they are learning in school as relevant for social change and college
- If CTM & after school program plans more college tours and aligns programming with career development theme, school will seem more relevant

Strategic Priority Goals

■ The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: High School Cohort Graduation	Increase the cohort graduation rate by 2% annually	
School Scorecard: High School Cohort Dropout	Decrease the cohort dropout rate by 3% annually	

School Scorecard: High School A-G Completion	Increase the percent of all 12th grade graduates meeting A-G requirements with a C or better by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for African American Students	Increase the percent of 11th grade African American students who pass both ELA & Math by 10% annually	
School Scorecard: High School CAHSEE Pass Rate for Latino Students	Increase the percent of 11th grade Latino students who pass both Math & ELA by 10 percent annually	
School Scorecard: High School Advanced Placement Course Completion	Increase the percent of 10th, 11th, & 12th grade students completing AP courses by 20% annually	
School Scorecard: High School Advanced Placement Test Scoring	Increase the percent of AP test takers earning a score of 3 or better by 20% annually	
School Scorecard: High School PSAT Participation Rate	Increase the percent of all 11th graders taking the PSAT to 100% annually	
School Scorecard: MS & HS College-Career Plans	Ensure 100% of 6th & 9th graders have developed a college-career readiness plan by the end of the 1st semester	

**Strategic Priority Improvement Strategies**

■ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide GATE and other college bound students with SAT/ACT prep through Revolution Prep as well as access to concurrent enrollment through Peralta community colleges	Grades/GPA	High Performing/GATE	Monthly	After school program coordinator	5/6/2014	313SQ1D7579	Revolution Prep for SAT/ACT & access to concurrent enrollment through the community colleges to be provided for GATE and motivated students	N/A			0	\$0.00
Provide all 9th graders and new students with training to learn the A-G requirements and other requirements to graduate from Street Academy.	Grades/GPA	Lower-Performing	Every Semester		4/11/2014	313SQ1D4784	TRIO/Talent Search collaborate with school to train students to be leaders and provide outreach to 9th & 10th graders and their families	N/A			0	\$0.00

							to provide A-G information and workshops.					
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## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Street Academy

Principal: GINA HILL

**From OUSD Strategic Plan:**

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8) [\[2012-2013: Beginning\]](#)

**Theory of Action**

- If there is more consistent implementation of SIM by all teachers, then Street Academy should see an increase in the amount of African American students (male & female) stating that lessons are engaging and interesting.
- If student attendance is monitored and followed up on daily basis by teachers and admin then there will be a 5-7% decrease in chronic absences annually.

**Strategic Priority Goals**

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: MS & HS College-Career Plans	Submit 100% of IEPs within the timeline.	

**Strategic Priority Improvement Strategies**

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests		Monthly	Principal	5/6/2013	313SQI1E6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	N/A			0	\$0.00



All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)		Monthly	Principal	4/11/2014	313SQI1E6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00
Provide training and materials for teachers to lead after school CCSS/NGSS test prep	State tests	Low to Middle-Performing	Monthly	After school program coordinator	4/11/2014	313SQI1E6159	Provide training and materials for teachers to lead after school CCSS/NGSS test prep	N/A			0	\$0.00
Provide training and materials for teachers to lead after school CCSS/NGSS test prep	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	After school program coordinator	4/11/2014	313SQI1E6160	Provide training and materials for teachers to lead after school CCSS/NGSS test prep	N/A			0	\$0.00
Provide tutorial and intervention support after school for EL students to transition to be re-designated as English proficient via CELDT	CELDT	English Learners & Redesignated	Monthly	After school program coordinator	4/11/2014	313SQI1E6161	Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$4,467.75
Provide compensation for teachers to attend on site culture and instructional focused professional	Grades/GPA	Credit Deficient	Every Semester	Principal	4/11/2014	313SQI1E6157	Provide compensation for teachers to attend on site culture and instructional focused professional development.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40

development. Required attendance is above and beyond teacher work contract.							Required attendance is above and beyond teacher work contract.					
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Semester	Principal	4/11/2014	313SQ11E6158	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40
Provide GATE and other college bound students with SAT/ACT prep through Revolution Prep as well as access to concurrent enrollment through Peralta community colleges	Grades/GPA	High Performing/GATE	Monthly	After school program coordinator	5/6/2014	313SQ11E7579	Revolution Prep for SAT/ACT & access to concurrent enrollment through the community colleges to be provided for GATE and motivated students	N/A			0	\$0.00
Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	State tests		Monthly	Department/Team Lead	6/1/2013	313SQ11E6155	Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	N/A			0	\$0.00

Provide RJ Training for Spanish speaking parents during beginning of the school year on site conference.	Survey data (CHKS, etc.)	Students Transitioning In/Out	Every Semester	Principal	4/11/2014	313SQI1E6162	Provide RJ Training for parents during beginning of the school year on site conference.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS	0	\$297.73
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## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Street Academy

Principal: GINA HILL

**From OUSD Strategic Plan:**

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school (Standard 1.8) [\[2012-2013: Beginning\]](#)

**2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis**

- Improved attendance in after school program can lead to overall improvement of school culture and climate and student academic performance

**Theory of Action**

- If asp coordinator collaborates with CTM to gather student feedback on programs and applies this feedback to program improvements, ratings will improve
- If SA maintains a bilingual parent liaison then communication with, participation and engagement of Spanish speaking families will increase thus positively impacting academic performance and participation in asp for all ELs.
- If students are strategically placed in targeted intervention and tutorial support in all content areas, overall academic performance will improve
- If afternoon program provides targeted support via CAHSEE prep online, then pass rates will increase

**Strategic Priority Improvement Strategies**

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide training and materials for teachers to lead after school CCSS/NGSS	State tests	Low to Middle-Performing	Monthly	After school program coordinator	4/11/2014	313SQ11F6159	Provide training and materials for teachers to lead after school CCSS/NGSS test prep	N/A			0	\$0.00

test prep												
Provide training and materials for teachers to lead after school CCSS/NGSS test prep	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Monthly	After school program coordinator	4/11/2014	313SQ11F6160	Provide training and materials for teachers to lead after school CCSS/NGSS test prep	N/A			0	\$0.00
Provide tutorial and intervention support after school for EL students to transition to be re-designated as English proficient via CELDT	CELDT	English Learners & Redesignated	Monthly	After school program coordinator	4/11/2014	313SQ11F6161	Provide teacher/provider for EL students scoring BASIC or below on CSTs with targeted intervention during Weekend Wakeup	791-Unrestricted EIA-LEP Support	5825-CONSULTANTS		0	\$4,467.75
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	Grades/GPA	Credit Deficient	Every Semester	Principal	4/11/2014	313SQ11F6157	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Semester	Principal	4/11/2014	313SQ11F6158	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40

above and beyond teacher work contract.							beyond teacher work contract.					
Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	State tests		Monthly	Department/Team Lead	6/1/2013	313SQ11F6155	Provide Science/Math coaching to teachers and support staff coupled with strategic observation and feedback cycles	N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority A. School Safety Plan

School: Street Academy

Principal: GINA HILL

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1) [[2012-2013: Undeveloped](#)]
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [[2012-2013: Developing](#)]
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [[2012-2013: Developing](#)]
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [[2012-2013: Developing](#)]

#### School Safety Plan Goals

Goal 1: Reduce Drug and Alcohol abuse by 100%.

- Strategy 1.1: Each staff member will be trained to identify the signs of alcohol and drug abuse.
- Strategy 1.2: Staff will canvas the halls and grounds during lunch and afterschool. Strategy 1.3: Seneca will be used to communicate with students about stress factorsthat may lead to depression where self medication may be used. Strategy 1.4: TUPE drug and tobacco ab

Goal 2: Increase attendance and reduce tardies.

- Strategy 2.1: Continue to communicate with parents and guardians, and help to support families to insure 100% attendance.
- Strategy 2.2: Develop theme based parent meetings and seminars for parenting training to insure 100% reduction in tardies.

#### Strategic Priority Improvement Strategies

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority B. School Culture (including Meaningful Student Engagement)

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day (Standard 2.1) [\[2012-2013: Undeveloped\]](#)
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [\[2012-2013: Developing\]](#)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [\[2012-2013: Developing\]](#)
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences(Standard 2.6) [\[2012-2013: Developing\]](#)

#### School Safety Plan Goals

Goal 1: Reduce Drug and Alcohol abuse by 100%.

- Strategy 1.1: Each staff member will be trained to identify the signs of alcohol and drug abuse.
- Strategy 1.2: Staff will canvas the halls and grounds during lunch and afterschool. Seneca will be used to communicate with students about stress factors that may lead to depression where self medication may be used.
- Strategy 1.3: TUPE drug and tobacco ab
- Strategy 1.4:

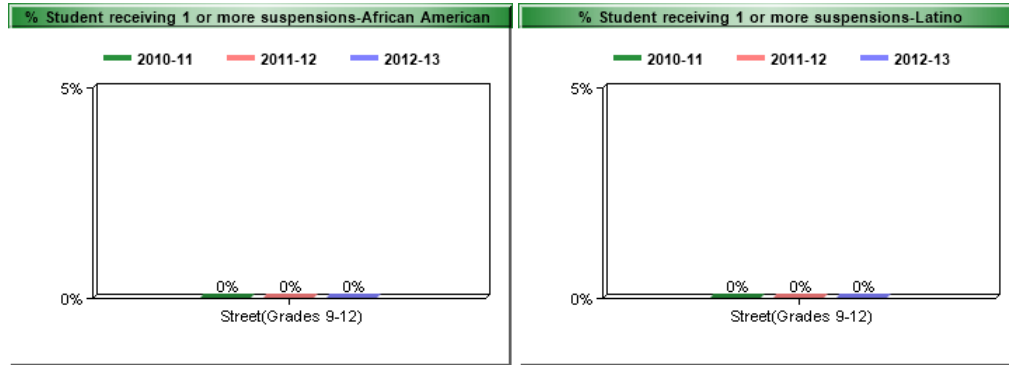
Goal 2: Increase attendance and reduce tardies.

- Strategy 2.1: Continue to communicate with parents and guardians, and help to support families to insure 100% attendance.
- Strategy: Develop theme based parent meetings and seminars for parenting training to



2.2: insure 100% reduction in tardies.

**Suspensions**



**2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis**

- There is inconsistency between adult and student perceptions of safety and access. 100% of staff believe there are caring relationships while there was a significant decrease in students reporting that they had a caring relationship with an adult.

**Theory of Action**

- If all staff and families are trained in Restorative Justice at the school site, circles are consistently used for community building, celebration & re-entry, then caring relationships between adults and students will increase
- If all staff are trained by California Youth Outreach in cultural competency and how it relates to effectively working with gang impacted youth, then students' will have more positive experiences in school thus decreasing chronic absences

**Strategic Priority Goals**

The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Suspension Rate for African American students	Reduce the off-campus suspension rates of African American students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	
School Scorecard: Suspension Rate for Latino students	Reduce the off-campus suspension rates of Latino students by 25% annually, or maintain them at 100% or less at the elementary level or 5% or less at the secondary level	

**Strategic Priority Improvement Strategies**

The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests		Monthly	Principal	5/6/2013	313SQI2B6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	N/A			0	\$0.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)		Monthly	Principal	4/11/2014	313SQI2B6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Attendance		Monthly	Community Partner	5/6/2013	313SQI2B6112	All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00
CTM, in conjunction with Community Partners develop, implement and monitor Individualized Student Success Plans	Attendance	Credit Deficient		Community Partner	4/11/2014	313SQI2B6118	CTM and Community Partners coaching and, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00
Provide compensation for teachers to attend on site culture	Grades/GPA	Credit Deficient	Every Semester	Principal	4/11/2014	313SQI2B6157	Provide compensation for teachers to attend on site culture and	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40

and instructional focused professional development. Required attendance is above and beyond teacher work contract.							instructional focused professional development. Required attendance is above and beyond teacher work contract.					
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Semester	Principal	4/11/2014	313SQI2B6158	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40
Provide RJ Training for Spanish speaking parents during beginning of the school year on site conference.	Survey data (CHKS, etc.)	Students Transitioning In/Out	Every Semester	Principal	4/11/2014	313SQI2B6162	Provide RJ Training for parents during beginning of the school year on site conference.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$297.73

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Health & Wellness

School: Street Academy

Principal: GINA HILL

**From OUSD Strategic Plan:**

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [\[2012-2013: Developing\]](#)

**2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis**

- Although alcohol and drug use are less prevalent at SA than district wide, 39% of students are feeling sad, hopeless or depressed for 2 weeks or more according to the CHKS.
- Students are not eating lunch or breakfast and only 33% are of the appropriate or healthy body composition.

**Theory of Action**

- If all staff, students, families train in restorative justice, then Street Academy will become Oakland's first RJ school and students will be supported in a way that diminishes risk of failure, prison, unhealthy behaviors.
- If teachers collaborate in weekly PLC's to develop social justice curriculum aligned to Common Core, school will become more engaging and relevant and average daily attendance will increase by 5% annually.

**Strategic Priority Improvement Strategies**

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes	Survey data (CHKS, etc.)		Monthly	Principal	4/11/2014	313SQI2C6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00

risk

A horizontal bar composed of 12 equal-width segments. The first segment on the left is labeled with the word "risk". The remaining 11 segments are empty.

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority D. Interrupting Chronic Absence (Attendance)

School: Street Academy

Principal: GINA HILL

**From OUSD Strategic Plan:**

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth(Standard 2.2) [\[2012-2013: Developing\]](#)
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future (Standard 2.5) [\[2012-2013: Developing\]](#)

**2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis**

- Street Academy's ADA is below the district average as well as the district goal by 10%

**Theory of Action**

- If Street Academy can increase its ADA by 5-7% annually through CTM and admin's consistent implementation of Individualized Student Success Plans, there will be an increase in CAHSEE pass rates, and proficient/advanced scores on CST
- If CTM's participate in home visits/RJ support circles with chronically absent students and families, then through collaborative planning these patterns can be interrupted.
- If teachers collaborate in weekly PLC's to develop social justice curriculum aligned to Common Core, school will become more engaging and relevant and average daily attendance will increase by 5-7% annually.
- If student attendance is monitored and followed up on daily basis by CTM and admin then there will be a 5-7% decrease in chronic absences annually.

**Strategic Priority Goals**

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Chronic Absence	Reduce the chronic absence rate by 100% annually, or maintain it at 5% or less.	

Strategic Priority Improvement Strategies

▣ The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
CTM, in conjunction with Community Partners develop, implement and monitor Individualized Student Success Plans	Attendance	Credit Deficient		Community Partner	4/11/2014	313SQI2D6118	CTM and Community Partners coaching and, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	Grades/GPA	Credit Deficient	Every Semester	Principal	4/11/2014	313SQI2D6157	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40
Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	Local assessments (benchmarks, PWA)	Low to Middle-Performing	Every Semester	Principal	4/11/2014	313SQI2D6158	Provide compensation for teachers to attend on site culture and instructional focused professional development. Required attendance is above and beyond teacher work contract.	790-Unrestricted EIA-SCE Support	5825-CONSULTANTS		0	\$7,543.40

Provide RJ Training for Spanish speaking parents during beginning of the school year on site conference.	Survey data (CHKS, etc.)	Students Transitioning In/Out	Every Semester	Principal	4/11/2014	313SQI2D6162	Provide RJ Training for parents during beginning of the school year on site conference.	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS	0	\$297.73
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## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Street Academy

Principal: GINA HILL

#### From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.
- makes sure that teachers work together in professional learning communities focused on student progress (Standard 3.1) [\[2012-2013: Beginning\]](#)
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning (Standard 3.2) [\[2012-2013: Undeveloped\]](#)
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice (Standard 3.4) [\[2012-2013: Beginning\]](#)

#### Theory of Action

- If Principal attends Breakthrough Coaching training with administrative staff, then efficiency and capacity will be built thus helping to develop the school's overall organizational structure and implementation of action plan

#### Strategic Priority Improvement Strategies

## School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Strategic Priority A. Family & Community Engagement

School: Street Academy

Principal: GINA HILL

**From OUSD Strategic Plan:**

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership (Standard 4.2) [\[2012-2013: Undeveloped\]](#)
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well (Standard 4.6) [\[2012-2013: Undeveloped\]](#)
- builds effective partnerships by using principles of student and family/community engagement (Standard 4.7) [\[2012-2013: Undeveloped\]](#)

**Theory of Action**

- If SA maintains our a bilingual parent liaison then communication with, participation and engagement of Spanish speaking families will increase thus impacting academic performance of all ELs.

**Strategic Priority Goals**

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.

Measure	Goal	School Specific Target
School Scorecard: Uniform Complaints	Reduce the number of staff and parent level I uniform complaints by 5% annually	

**Strategic Priority Improvement Strategies**

- The following strategies include SQIS Improvement Strategies for the SQIS Target Student Group/Content Area.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	State tests		Monthly	Principal	5/6/2013	313SQI4A6101	Provide ongoing SIM - Strategic Instruction Model - Professional Development to all staff	N/A			0	\$0.00

All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Survey data (CHKS, etc.)		Monthly	Principal	4/11/2014	313SQI4A6110	Staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00
All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	Attendance		Monthly	Community Partner	5/6/2013	313SQI4A6112	All staff, students, families train in restorative justice to create an RJ school that supports students in a way that diminishes risk	N/A			0	\$0.00
CTM, in conjunction with Community Partners develop, implement and monitor Individualized Student Success Plans	Attendance	Credit Deficient		Community Partner	4/11/2014	313SQI4A6118	CTM and Community Partners coaching and, development, implementation and monitoring of Individualized Student Success Plans	N/A			0	\$0.00

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Street Academy

Principal: GINA HILL

**From OUSD Strategic Plan:**

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- shares school improvement and decision-making with students and their families (Standard 5.2) [\[2012-2013: Undeveloped\]](#)
- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities (Standard 5.5) [\[2012-2013: Beginning\]](#)
- guides and supports the development of quality instruction across the school (Standard 5.6) [\[2012-2013: Undeveloped\]](#)
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability (Standard 5.9) [\[2012-2013: Beginning\]](#)
- develops systems and allocates resources in support of the school's vision (Standard 5.10) [\[2012-2013: Undeveloped\]](#)
- is distributed, through professional learning communities, collaborative planning teams, and select individuals (Standard 5.11)

**2012-13 Summative Data Analysis and 2013-14 Progress Monitoring Data Analysis**

- Street Academy has not fully utilized restricted funds

**Theory of Action**

- If Street Academy utilizes restricted funding and funds raised to support more training and professional development of staff, then instruction is enhanced, student engagement, attendance and academic performance increased.

**Strategic Priority Goals**

- The following goals include SQIS Improvement Goals for the SQIS Target Student Group/Content Area.



Measure	Goal	School Specific Target
School Scorecard: Budget Expenditures	Ensure school expenditures remain within +/-100% of the site finalized general purpose and categorical budget	

**Strategic Priority Improvement Strategies**

## State & Federal Preliminary and Final Budget

### Programs Included in this Plan

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

Federal Program	Projected Budget	Final Budget
 <b>Title I, Part A: Schoolwide Program</b> Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$12,546.75	
 <b>Title I, Part A: Parent Engagement Activities</b> Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$297.73	
<b>Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School</b>	<b>\$12,844.48</b>	

## Appendices

- Engagement Timeline
- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster
- WASC Action Plan or School Improvement Plan

**Street Academy**

CIS Code: \_\_\_\_\_

Phone: 510:874:3630

Fax: 510:874:3633

www.ousd.k12.ca.us

417 29<sup>th</sup> Street  
Oakland, CA 94609

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# 2014-2015

## Comprehensive School Safety Plan

(Education Code Section 32280-32288)

Gina Hill  
Principal

James William, OUSD Interim Chief of Police  
Marcus Silvi, State and Federal Compliance  
Jenny Wong, Emergency Preparedness Manager

## Introduction

Each school district and county office of education is responsible for the overall development of all school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. The **OUSD Comprehensive District Safety and Climate Plan** brings together all of the elements of school safety to help meet our goal of providing a safe environment, both physical and social/emotional, that is conducive to learning. The district safety plan is used as a framework to assist site administrators with the development of their **School Safety Plan**. As a framework, we encourage site Administrators to enhance and expand their site safety plans that is specific to their site's safety needs.

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## Section 1

### School Safety/Climate Team

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, other members if desired. (Ed Code 32281)

#### Site Responsibilities:

1. Establish:
  - School Safety/Climate Team
  - Student Study Team
2. Update your site map including evacuation routes
3. Create a 10-11 School Site Safety Plan including:
  - Strategies for improving school safety/climate: goals, data, timeline, evaluation
  - 2010-2011 Fire Earthquake Drill Schedule – Once per month at the elementary and middle school level, and two times per year at the high school
  - 2010-2011 Lockdown Drill – Twice per year (once a semester)
  - Update School Phone Tree
4. Update the templates in this section of the plan to reflect current areas of responsibilities at your site: (1) Incident Command Team, (2) Goals, Strategies and Activities for School Climate and Physical Environment
5. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved in its development.
6. Submit your Site Safety Plan to the Oakland School Police Department for Board approval.
7. Completed plans must be submitted no later than October 15<sup>th</sup> of the school year.

#### Emiliano Zapata Street Academy Safety/Climate Team

Gina Hill

Principal or Designee

Betsy Schulz

Teacher

Robert "Bobby" Young

Classified

Douglas Greene

Parent Representative

## Section 2

### Annual Safety Goals

The school safety committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 32282)

To be considered:

- Office referrals
- Suspensions
- Expulsions
- Attendance
- Notice of Truancy Letters
- CHKS student and staff data results
- California Safe Schools Assessment
- Surveys
- Observations
- Student and Parent input
- Staff input; including School Safety Officers

**Based on data analysis**, the Safety/Climate Team identifies one or two safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. **At least one goal must be based on current school crime statistics.**

Must address the following areas:

- Discipline
- Voluntary Resolution Plan & Equity Issues
- Attendance
- Parent Involvement

#### Data Analysis and Goals

**GOAL 1: TO REDUCE DRUG and ALCOHOL abuse BY 100%**

**Strategy 1.1:** Each staff member will be trained to identify the signs of alcohol and drug abuse.

**Strategy 1.2:** Staff will canvas the halls and grounds during lunch and afterschool.

**Strategy 1.3** Seneca will be used to communicate with students about stress factors that may lead to depression where Self medication may be used.

**Strategy 1.4** TUPE drug and tobacco abuse prevention will be utilized to treat identified students suspected of coming to school intoxicated.

**Base Line Data Discussion:**

No specific population has been identified but all students will benefit from restorative justice.

**Collection of data:**

Data is collected via observations through teachers and staff.

**GOAL 2: Increase attendance and reduce tardies**

**Strategy 2.1:** Continue to communicate with parents and guardians, and help to support families to insure 100% attendance.

**Strategy 2.2:** Develop theme based parent meetings and seminars for parenting training to insure 100% reduction in tardies.

Base Line Data Discussion: All stakeholders will be utilized

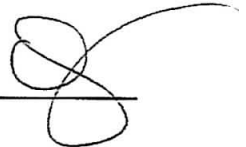
Collection of data: Data collected through the student information system especially established for the school site.

## Section 3

### Policies and Procedures

#### Child Abuse

Pls. Initials x



#### Sexual Assault (Child assaulted on or near school property):

- Accompany victim to safe place at school and remain with her/him
- Protect evidence of sexual assault
- Notify Child Protective Services (CPS), and Police without delay
- Notify district police and school nurse or appropriate staff immediately

#### Sexual Abuse (Suspicion of past sexual incidents):

- Notify CPS and describe evidence
- Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
- Leave notification of family to CPS or the Police

#### Do not Destroy Evidence of Sexual Abuse:

- Do not wash clothes or victim's body or underwear. Do not have victim undress.
- Do not allow victim to wash or wipe body
- Do not wipe away dirt, semen or dried blood
- Stay with the victim and reassure her/him of safety

#### Suspected Physical Abuse or Significant Neglect:

- Notify appropriate staff and CPS immediately.
- Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.

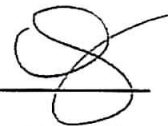
- Notify immediate director/supervisor

Child Protective Services (CPS) Crisis Line (510) 259-1800

**Remember: Failure to report a suspected incident of child abuse, within 48 hours can result in criminal prosecution. Protect the victim and protect yourself.**

## Sexual Harassment

Pls. Initials x



The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the principal, district administrator or Superintendent to obtain procedures for filing a complaint. Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

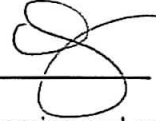
A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

### **Suspension & Expulsion/Due Process**

Pls. Initials x



The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

### **Student Due Process**

The Board does not support a zero tolerance approach. The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

### **On-Campus Suspension Program**

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

### **Required Parental Attendance**

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that

class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior. The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

#### **Decision Not to Enforce Expulsion Order**

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

#### **Grounds for Suspension and Expulsion**

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

21. Intentionally engaged in harassment, threats or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

#### **Nondiscrimination/Harassment**

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds

2. While going to or coming from school



3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

#### **Notifications to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

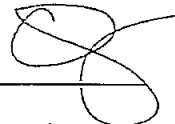
#### **Outcome Data**

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

#### **Dress and Grooming**

Pis. Initials x



The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. The Board of Education seeks to provide educational experiences which assure that students are academically prepared, that they accept civic and social responsibilities and that they are qualified for future entry into the work place. The clothing and accessories worn by students and staff should reflect the serious goals of an academic environment.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

#### **Gang-Related Apparel**

In accordance with the California Constitution, all students and staff of public primary, elementary, junior high and senior high schools have a right to attend campuses which are safe, secure and peaceful. Where there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the Board of Education authorizes the

principal, staff and parents/guardians at the school to establish a reasonable dress code that prohibits students from wearing gang-related apparel.

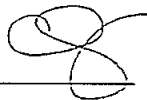
Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

### Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

### Employee Security

Pls. Initials x 


The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution. The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. *Pursuant to Education Code 49334, school employees who notify law enforcement regarding students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution.*

### School Site Emergency Supplies

Pls. Initials x 

PURPOSE: every classroom should have a yellow stormcase IM2500 emergency roll kit. The equipment provided should only be used in the event of a disaster emergency, do not open the sealed box inside the kit. The contents are adequate to sustain a classroom of 25 students until more help arrives. CONTENTS INCLUDE:

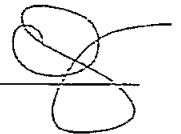
- 60 Individually Wrapped Water Packets.
- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- Basic First Aid Kit General supplies are provided with a First Aid Guidebook.
- 6-Mylar Blankets – (1) blanket is included in the Sanitation Kit to be used as a privacy screen. (5) separately packed 52" x 84" blanket – use for first aid, to cover broken windows, slow smoke or dust seeping through air vents, or group students together to provide warmth.
- Two 10-Hour Light Sticks In the event of a power outage or if students are entrapped through the night, the light sticks will provide enough light for the teacher in charge to keep the group secure.
- One Sanitation Kit including:
  - 6-Trash Bag Liners
  - 1-Bio-Hazard Bag
  - 6-Cleansing Wipes
- Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.
- One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of long term entrapments or lockdowns. Complete instructions are provided.

## Section 4

### Emergency Disaster Procedures and Drills

#### Earthquake Procedures

Pls. Initials x



##### In the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground. You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position. You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

##### Earthquake procedures in other parts of the building

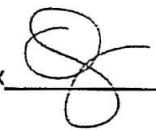
At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

##### Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not re-enter buildings until it is determined safe to do so.

While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris.

## Fire Procedures

Pls. Initials x 

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- Call 9-1-1**, identify problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.


### Fire Extinguisher Instructions:

- P Pull safety pin from the handle
- A Aim at the base of the fire
- S Squeeze the trigger handle
- S Sweep from side to side

If your clothes (or someone else's) catch fire, **STOP, DROP AND ROLL!**

- Upon arrival, the Fire Department will assume command.
- Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify State Administrator's Office of incident.

## Emergency Lockdown

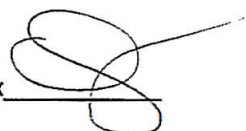
Pls. Initials x 

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District.

**The announcement will be: "MR. ZAPATA, PLEASE COME TO THE PRINCIPALS'S OFFICE!" A messenger must be sent to outdoor fields and tracks. Upon hearing this announcement, the following steps must be implemented:**

- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Staff without students will report to the office for instruction or as otherwise directed.
- Head secretary will operate the phones and radio. Other clerical staff will deliver messages as needed and work with Principal and Police Services.
- Staff will not evacuate or leave their assigned area unless authorized by Principal or Police Services.
- When the emergency is over, a coded "all clear" will be announced.
- The Crisis Response Team will meet to determine needs of school.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

## Shelter-in-Place

Pls. Initials x 

When instructed or when an alerting system triggers to shelter-in-place, please:

- SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
  - Students should also be advised to do the following when possible:
  - Select rooms on higher floor levels and avoid basements.
  - Select an internal room or a room with as few windows as possible.
  - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
  
- SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.
  
- LISTEN.** Remain quiet to hear critical instructions from school officials.

### 2013-2014 Fire and Earthquake Drill Schedule Emiliano Zapata Street Academy

The principal shall hold fire drills at least once a month at the elementary level, 4x at the middle, and 2x high school level. Earthquake drills at least 4x at elementary, 2x at the middle, and 2x at the high school level. Sites are strongly encouraged to conduct both Earthquake and Fire drills on the same day.

MONTH	Type of Drill	DATE	TIME
September			
October	Earthquake/Fire	10/16/2014	12:45pm
November			
December			
January			
February			
March	Earthquake/Fire	03/10/2015	09:30am
April			
May			

\*NOTE: Please check this box if your site will be conducting both Earthquake & Fire drills on the same day.

### 2012-2013 Lockdown Drill Schedule

The principal shall hold two lockdown drills every school year at elementary, middle and high school level.

SEMESTER	DATE	TIME
Fall	09/24/2014	09:30am

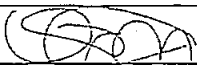
Spring	04/07/2015	12:30pm
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Monthly Emergency Drill Report Form

Month \_\_\_\_\_

Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			
Fire			
Lockdown			

Name of School: \_\_\_\_\_

Principal Signature:  Date: 5/9/14

Please return the completed drill form with signature to Jenny Wong, Emergency Preparedness Program Manager via email at [jenny.wong@ousd.k12.ca.us](mailto:jenny.wong@ousd.k12.ca.us) or fax 510.874.7787.

**AFTER SCHOOL PROGRAM**

**Fire and Earthquake Drill Schedule – After School Program**

The after school coordinator shall hold at least two fire and two earthquake drills every school year. Sites are strongly encouraged to conduct both Earthquake and Fire drills on the same day when possible.

MONTH	Type of Drill	DATE	TIME
September			
October			
November	Earthquake/Fire	11/18/2014	03:45pm
December			
January			
February			
March			
April			
May	Earthquake/Fire	05/21/2015	4:00pm

NOTE: Please check this box if your site will be conducting both Earthquake & Fire drills on the same day.

**Lockdown Drill Schedule – After School Program**

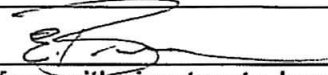
The after school coordinator shall hold two lockdown drills every school year at elementary, middle and high school level.

SEMESTER	DATE	TIME
Fall	10/07/2014	03:50pm
Spring	04/14/2015	04:15pm

**Monthly Emergency Drill Report Form**

Month \_\_\_\_\_

Type of Drill	Time Duration	Number of Persons Evacuated	Number of Staff Supervising Drill
Earthquake			
Fire			
Lockdown			
Name of School: _____			

After School Coordinator Signature:  Date: 5/9/2014  
 Please return the completed drill form with signature to Jenny Wong, Emergency Preparedness Program Manager via email at [jenny.wong@ousd.k12.ca.us](mailto:jenny.wong@ousd.k12.ca.us) or fax 510.874.7787.

Important Information  
EMERGENCY TELEPHONE NUMBER DIRECTORY

PURPOSE	AREA	DIAL
<b>ALL EMERGENCIES</b>	All Areas	9-1-1
<b>Law Enforcement</b>	Oakland School Police	874-7777
<b>Oakland Police Dept. EMERGENCY</b>	City of Oakland	9-1-1 777-3211
<b>Oakland Police Dept. NON-EMERGENCY</b>	City of Oakland	777-3333
<b>Non Emergency Fire/Paramedics</b>	City of Oakland	238-3030
<b>Local Hospitals</b>	Children's Hospital	428-3240
<b>Poison Control</b>	Alameda County	1-800-222-1222
<b>OUSD Emergency Management</b>		
<b>Emergency Preparedness Program Manager</b>	Jenny Wong	338-5322 338-5322 (cell)
<b>YOUR SCHOOL OR FACILITY (fill in names &amp; numbers)</b>		

Name	Home	Work	Pager/Cell
Principal – Gina Hill	510 290-5639	510 874-3630	510 290-5639
Assistant Principal Jeremy Cavagnolo	510 501-0092	510 874-3630	510 501-0092
Custodian		510 874-3630	
Secretary/Other Robert "Bobby" Young	510 301-0604	510 874-3630	510 301-0604
After School Coordinator 1 Erin Brown		510 874-3630	510 495-7010
After School Coordinator 2			
Special Needs Coordinator Chere Kelley		510 874-3630	510 834-7178

### Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

#### A. Plan for people with disabilities:

- Identifying the population of people with disabilities

\_\_\_\_\_

\_\_\_\_\_

- Determine proper signage and equipment

\_\_\_\_\_

\_\_\_\_\_

- Training staff to assist individuals with disabilities

Name: Bobby Young

Title: Administrative Assistant

Name: Jeremy Cavagnolo

Title: Math Teacher

Name: \_\_\_\_\_

Title: \_\_\_\_\_

#### B. Planning



Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

**On-Campus Evacuation/Assembly Location**

a. Back of school near basketball court

**Off-Campus Evacuation/Assembly Location**

~~6151 Oak Park, 3390 Richmond Blvd, Oakland, CA~~

b. City of Oakland

c. ~~05/20/2013~~

NOTE: In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures.

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**Monthly Emergency Radio Testing**

Monthly emergency radio testing is on the first Wednesday of every month at 9:00 am. Emergency radio should be on Channel 1, OUSD Area A. When your school name is called, please respond with the following script:

"This is {your name} responding for {school name} elementary, middle or high school. Our OUSD LID # is 4713 {this can be found at the bottom of radio} - we are all clear."

**Emergency Evacuation: Principal's checklist**

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system or send message runner.
- Telephone emergency service personnel:
  - 9-911
  - Superintendent's office
  - Utilities

**Activate key personnel to:**

- Attend to the injured.
- Assure complete evacuation and student/staff are accounted for.
- Ensure special needs students are evacuated accordingly.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-

assigned).

- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or designee/Assistant Superintendents approval for school closure if damage cannot be immediately restored or repaired.
- If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

**Emergency Evacuation: Employees checklist**

- Upon emergency alert, secure work area as advised and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- If dismissed, inform Principal of departure.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal.

**Emergency Evacuation: Teachers checklist**

- Upon alert, assemble students for evacuation using designated routes and account for all students
- Secure room as advised
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Principal.
- Debrief students to calm fears about the evacuation.

If it is necessary to evacuate to another school or relief center, the Principal will:

- Contact the Superintendent or designee.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.

- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

**Emergency Student Release Procedures**

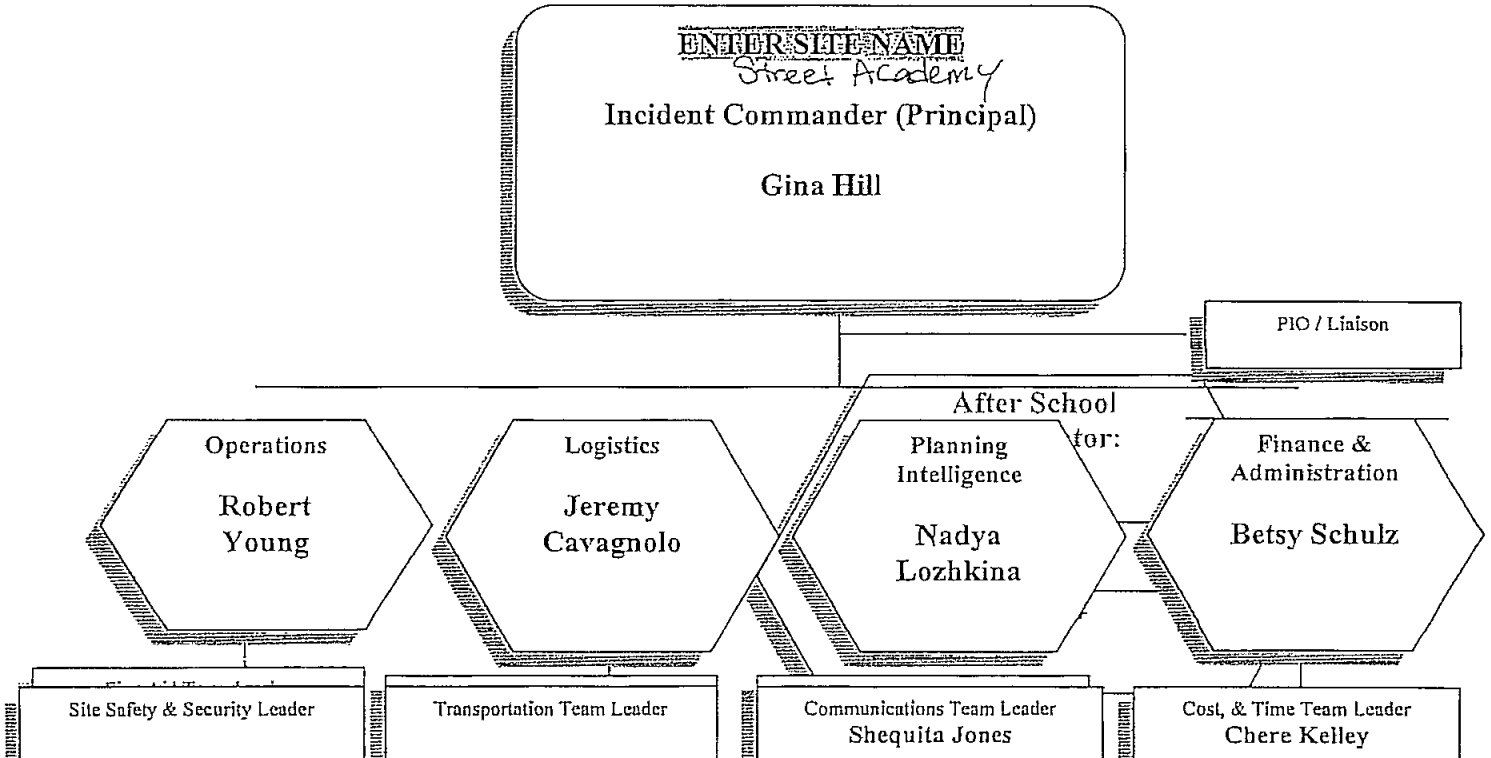
1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.
3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.
5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whole the student is being released and address or destination.

*If the emergency situation does not extend beyond normal school hours, students will be released as usual at the end of the school day.*

**Chain of Command**

~~Fill in the names of the persons assigned to each position~~

NOTE: if you are experiencing formatting issue, please print this page out and fill in names of your staff.



**Oakland/Emiliano Zapata Street  
Academy**

**Incident Commander (After School Coordinator)**  
**Erin Brown**

PIO / Liaison

**Operations**  
**Lara Lawal**

**Logistics**  
**Wendy Valiente**

**Planning  
Intelligence**  
**Lamont  
Robinson**

**Finance &  
Administration**  
**Francisco  
Sanchez**

First Aid Team Leader  
**Anika Hansen**

Food, /Water/Supplies Leader

Situation Status Leader

Cost, & Time Team Leader

Search & Rescue Team Leader

Transportation Team Leader

Communications Team Leader

Damage Assessment Team Leader

Documentation Team Leader

Student Supervision Team Leader

Student Release Team Leader

Site Safety & Security Leader

**AFTER SCHOOL PROGRAM**

# Chain of Command

~~Fill in the names of the persons assigned to each position~~

NOTE: if you are experiencing formatting issue, please print this page out and fill in names of your staff.

**Oakland/Emiliano Zapata Street Academy**

**Incident Commander (Principal)**

*Gina Hill*

PIO / Liaison

**Operations**

*Robert Young*

**Logistics**

*Jeremy Cavagnolo*

**Planning Intelligence**

*Nadya Lozhkina*

**Finance & Administration**

*Betsy Schulz*

First Aid Team Leader  
*Maya Semans*

Food/Water/Supplies Leader  
*Wendy Valiente*

Situation Status Leader

Cost, & Time Team Leader

Search & Rescue Team Leader  
*Javad Aryan*

Transportation Team Leader

Communications Team Leader

Site Safety & Security Leader  
*Carlo Tateo*

Documentation Team Leader

Damage Assessment Team Leader  
*Chere Kelley*

Student Release Team Leader  
*Arisol Nuno*

Student Supervision Team Leader  
*Shreyita Jones*

**After School Coordinator:**

*Erin Brown*

*510 495-7010*  
Phone #

**9:30 to 5pm**  
Hours

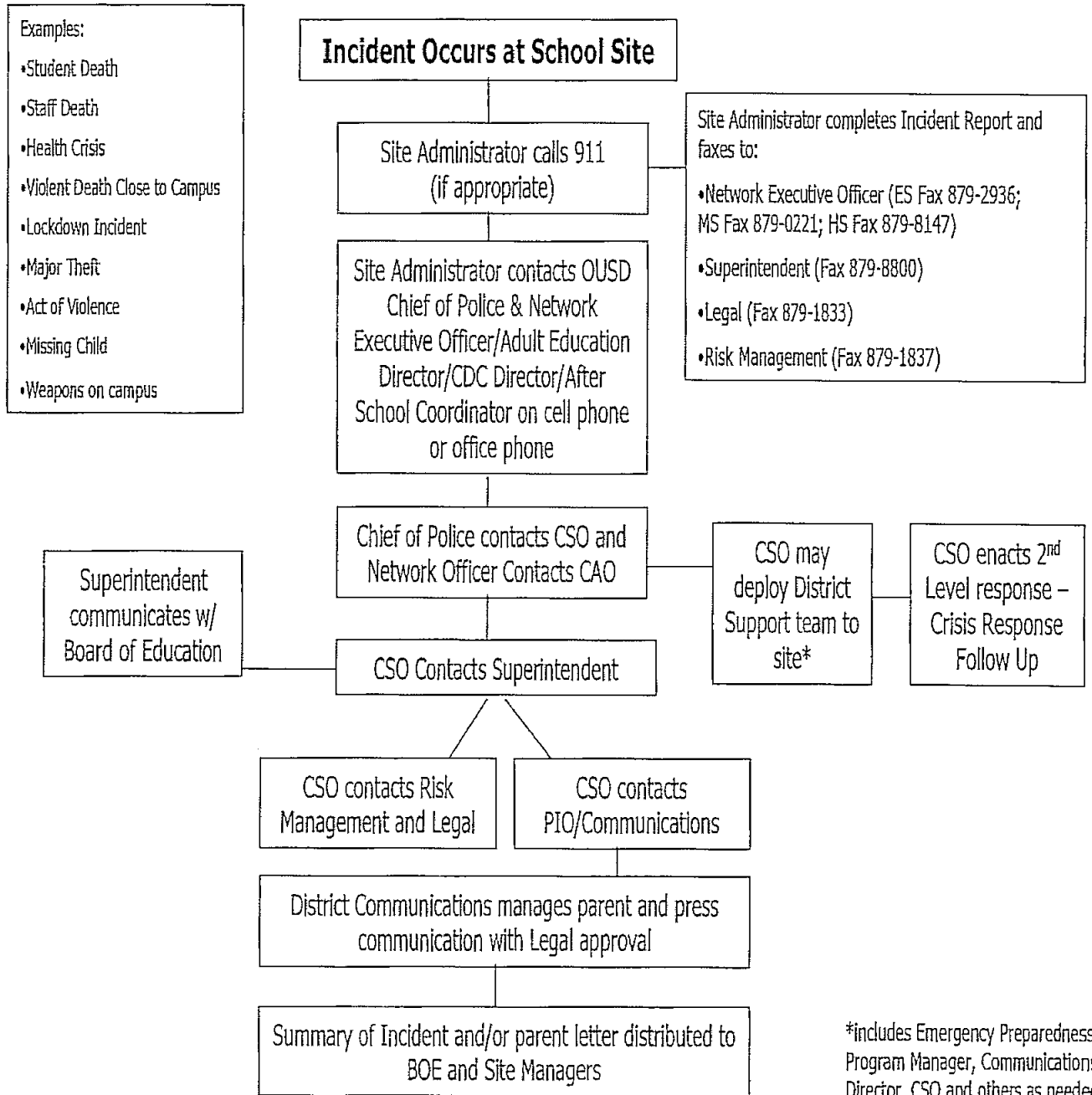
It is important to have a comprehensive safety plan that covers all programs on your school site during regular school hours (8:00 am – 3:00 pm) as well as after school hours (3:00 – 6:00 pm.) Please work with your 'after school coordinator' on the safety planning details to include students in after school programs.

After School Coordinator Name/Contact 1	Name: Erin Brown Phone: 510 495-7010
After School Coordinator Name/Contact 2	Name: Phone:
Hours of Operation:	9:30 – 5:00
# of staff: 2	
# of students: 107	
# of special needs students: 9	
# of special needs coordinators: 1	Chere Kelley

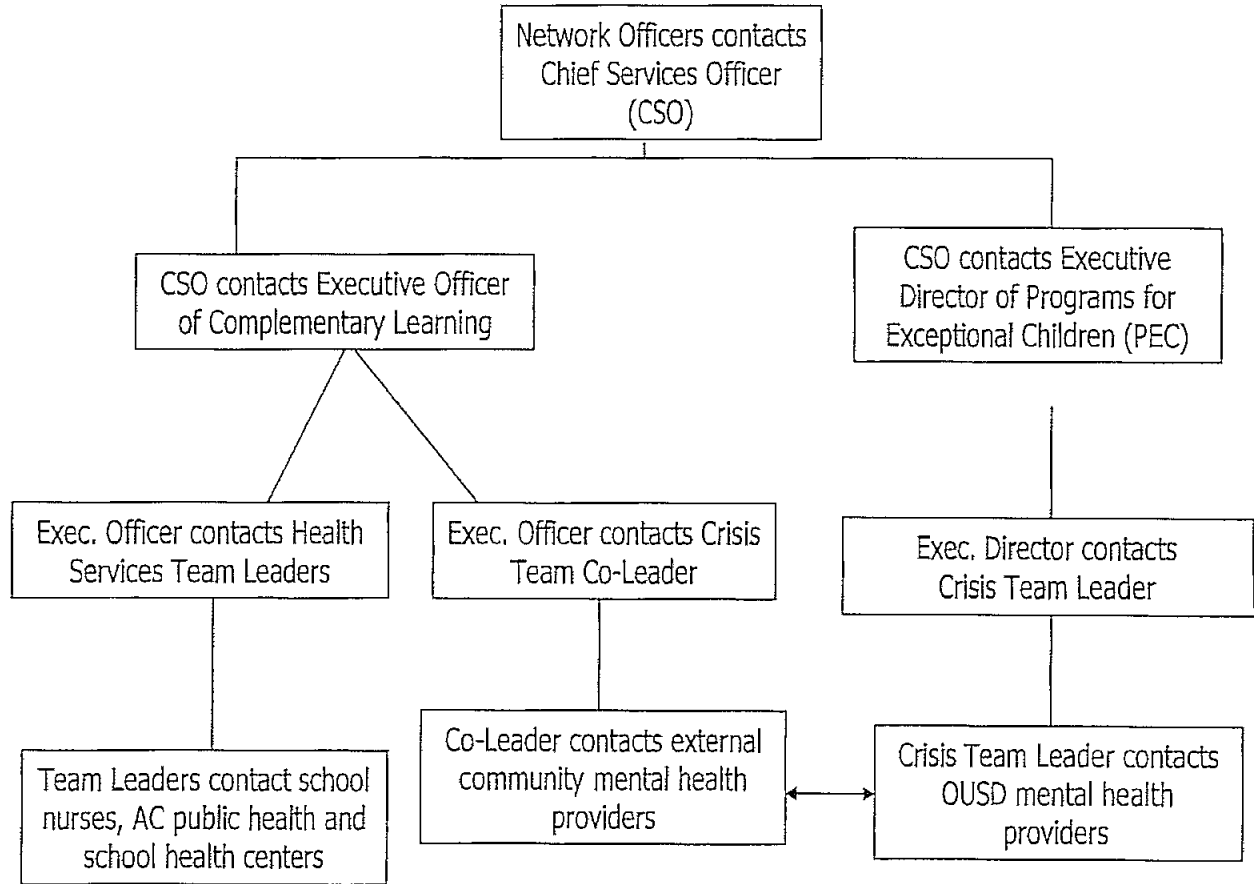
Primary on-campus evacuation location:	Basketball court in back of school
Secondary off-campus evacuation location:	3390 Richmond Blvd
Notification sent to Parents: <u>Yes</u>	flyer, newsletter, mailer
Emergency Staff Notification Method:	<u>PA system, mass text</u> , other, etc.

Student reunification policy established?	<u>Yes</u>
Has 'after school staff on safety team' completed the mandatory ICS 100/200 training?	<u>Yes</u> / No (if no, please follow these 2 links to complete online: IS-100.SCa Introduction to the Incident Command System for Schools <a href="http://training.fema.gov/EMWeb/IS/IS100SCA.asp">http://training.fema.gov/EMWeb/IS/IS100SCA.asp</a> IS-200.b (ICS 200) ICS for Single Resources and Initial Action Incidents <a href="http://training.fema.gov/emweb/IS/IS200b.asp">http://training.fema.gov/emweb/IS/IS200b.asp</a>
After School Safety team established?	<u>Yes</u>
List safety team members name:	Safety team member 1: Erin Brown Safety team member 2: Lara Lawal Safety team member 3: Wendy Valiente Safety team member 4: Lamont Ronibson Safety team member 5: Francisco Sanchez

# OUSD Emergency/Crisis 1<sup>st</sup> Level Response Notification Protocol



# OUSD Emergency/Crisis 2<sup>nd</sup> Level Response Follow-Up Protocol





## Section 5

### Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive Safety School plan 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.
2. Under California Education Code 32281, the School Site Council or its delegates formed a School Site Safety committee with the minimum of the following members:
  - The principal or the principal's designee
  - One teacher who is a representative of the recognized certificated employee organization
  - One parent whose child attends the school
  - One classified employee who is a representative of the recognized classified employee organization
  - Other members, if desired
3. The School Site Council reviewed the content of the Site Safety Plan and believes all requirements as outlined in the Oakland Unified School District Site Safety Plan template have been met.
4. This school plan was adopted by the school site council on: 04/05/2014.

#### Site Safety Plan 2010-2011: Hold Public Meeting for Input

*Ed Code sections 35294.8(b) and 35294.2 (e)*

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The mayor
2. A representative of the school employee organization
3. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school site
5. A representative of the student body government (secondary)
6. All persons who have indicated in writing that they want to be notified

In your Site Safety Plan, include documentation of how you provided an opportunity for public review and how the public can access or review the plan

1. Safety Committee shares school safety plan at: School Site Council meeting (date) 04/05/2014
  - a. Other Parent BBQ (date) 04/05/2014
2. How is public alerted about the meeting?
  - a. Fliers in students' home languages (date) 03/28/2014
  - b. Phone Calls (date) 04/01/2014
3. How has the plan been communicated to the public? *Ed Code section 35294.2 (e): "...An updated file of all safety-related plans and materials shall be readily available for inspection by the public."*
  - a. Announcement at the public meeting (date) 03/15/2014
  - b. Other (Notices and Media Announcements) (date) \_\_\_\_\_

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288) 1. A representative of the local churches 2. Local civic leaders 3. Local business organizations.

Attested:

Gina Hill

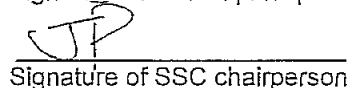
Typed name of school principal

  
\_\_\_\_\_  
Signature of school principal

5/9/14  
\_\_\_\_\_  
Date

Janice Preston

Typed name of SSC chairperson

  
\_\_\_\_\_  
Signature of SSC chairperson

5-9-14  
\_\_\_\_\_  
Date

**School Safety Plan**

*APPENDIX: Safety for Special Needs Populations*

## Safety for Special Needs Populations

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## American with Disabilities Act

Title 29 CFR Part 36 implements Title III of the Americans with Disabilities Act of 1990 (42 U.S.C. 12181), which prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established by this part.

### Roles and Responsibilities

One of the most important roles of local government is to protect their citizenry from harm, including helping people prepare for and respond to emergencies. Making local government emergency preparedness and response programs accessible to people with disabilities is a critical part of this responsibility. Making these programs accessible is also required by the Americans with Disabilities Act of 1990 (ADA).

#### **Planning**

If you are responsible for your community's emergency planning or response activities, you should involve people with disabilities in identifying needs and evaluating effective emergency management practices. Issues that have the greatest impact on people with disabilities include notification, evacuation, emergency transportation, sheltering, access to medical care and medications, access to their mobility devices or service animals while in transit or at shelters, and access to information.

In planning for emergency services, you should consider the needs of people who use mobility aids such as wheelchairs, scooters, walkers, canes or crutches, or people who have limited stamina. Plans also need to include people who use oxygen or respirators, people who are blind or who have low vision, people who are deaf or hard of hearing, people who have a cognitive disability, people with mental illness, and those with other types of disabilities.

#### Action Step:

**Solicit and incorporate input from people with different types of disabilities (e.g. mobility, vision, hearing, cognitive and other disabilities) regarding all phases of your emergency management plan (preparation, notification, response, and clean up).**

#### **Notification**

Many traditional emergency notification methods are not accessible to or usable by people with disabilities. People who are deaf or hard of hearing cannot hear radio, television, sirens, or other audible alerts. Those who are blind or who have low vision may not be aware of visual cues, such as flashing lights. Warning methods should be developed to ensure that all citizens will have the information necessary to make sound decisions and take appropriate, responsible action. Often, using a combination of methods will be more effective than relying on one method alone. For instance, combining visual and audible alerts will reach a greater audience than either method would by itself.

**Action Step:**

Provide ways to inform people who are deaf or hard of hearing of an impending disaster if you use emergency warning systems such as sirens or other audible alerts. When the electric power supply is affected, it may be necessary to use several forms of notification. These might include the use of telephone calls, auto-dialed TTY (teletypewriter) messages, text messaging, e-mails, and even direct door-to-door contact with pre-registered individuals. Also, you should consider using open-captioning on local TV stations in addition to incorporating other innovative uses of technology into such procedures, as well as lower-tech options such as dispatching qualified sign language interpreters to assist in broadcasting emergency information provided to the media.

## **Evacuation**

Individuals with disabilities will face a variety of challenges in evacuating, depending on the nature of the emergency. People with a mobility disability may need assistance leaving a building without a working elevator. Individuals who are blind or who have limited vision may no longer be able to independently use traditional orientation and navigation methods. An individual who is deaf may be trapped somewhere unable to communicate with anyone because the only communication device relies on voice. Procedures should be in place to ensure that people with disabilities can evacuate the physical area in a variety of conditions and with or without assistance.

**Action Step:**

Adopt policies to ensure that your community evacuation plans enable people with disabilities, including those who have mobility impairments, vision impairments, hearing impairments, cognitive disabilities, mental illness, or other disabilities, to safely self-evacuate or to be evacuated by others. Some communities are instituting voluntary, confidential registries of persons with disabilities who may need individualized evacuation assistance or notification. If you adopt or maintain such a registry, have procedures in place to ensure its voluntariness, guarantee confidentiality controls, and develop a process to update the registry. Also consider how best to publicize its availability. Whether or not a registry is used, your plan should address accessible transportation needs for people who use wheelchairs, scooters, or other mobility aids as well as people who are blind or who have low vision.

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Both public and private transportation may be disrupted due to overcrowding because of blocked streets and sidewalks, or because the system is not functioning at all. The movement of people during an evacuation is critical, but many people with disabilities cannot use traditional, inaccessible transportation.

**Action Step:**

Identify accessible modes of transportation that may be available to help evacuate people with disabilities during an emergency. For instance, some communities have used lift-equipped school or transit buses to evacuate people who use wheelchairs during floods.

**Sheltering**

When disasters occur, people are often provided safe refuge in temporary shelters. Some may be located in schools, office buildings, tents, or other areas. Historically, great attention has been paid to ensuring that those shelters are well stocked with basic necessities such as food, water, and blankets. But many of these shelters have not been accessible to people with disabilities. Individuals using a wheelchair or scooter have often been able somehow to get to the shelter, only to find no accessible entrance, accessible toilet, or accessible shelter area.

**Action Step:**

Survey your community's shelters for barriers to access for persons with disabilities. For instance, if you are considering incorporating a particular high school gymnasium into your sheltering plan, early in the process you should examine its parking, the path to the gymnasium, and the toilets serving the gymnasium to make sure they are accessible to people with disabilities. If you find barriers to access, work with the facility's owner to try to get the barriers removed. If you are unable to do so, consider another nearby facility for your community sheltering needs.

Until all of your emergency shelters have accessible parking, exterior routes, entrances, interior routes to the shelter area, and toilet rooms serving the shelter area, identify and widely publicize to the public, including persons with disabilities and the organizations that serve them, the locations of the most accessible emergency shelters.

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Shelter staff and volunteers are often trained in first aid or other areas critical to the delivery of emergency services, but many have little, if any, familiarity with the needs of people with disabilities. In some instances, people with disabilities have been turned away from shelters because of volunteers' lack of confidence regarding the shelter's ability to meet their needs. Generally, people with disabilities may not be segregated or told to go to "special" shelters designated for their use. They should ordinarily be allowed to attend the same shelters as their neighbors and coworkers.

**Action Step:**

**Invite representatives of group homes and other people with disabilities to meet with you as part of your routine shelter planning. Discuss with them which shelters they would be more likely to use in the event of an emergency and what, if any, disability-related concerns they may have while sheltering. Develop site-specific instructions for your volunteers and staff to address these concerns.**

Many shelters have a "no pets" policy and some mistakenly apply this policy to exclude service animals such as guide dogs for people who are blind, hearing dogs for people who are deaf, or dogs that pull wheelchairs or retrieve dropped objects. When people with disabilities who use service animals are told that their animals cannot enter the shelter, they are forced to choose between safety and abandoning a highly trained animal that accompanies them everywhere and allows them to function independently.

**Action Step:**

**Adopt procedures to ensure that people with disabilities who use service animals are not separated from their service animals when sheltering during an emergency, even if pets are normally prohibited in shelters. While you cannot unnecessarily segregate persons who use service animals from others, you may consider the potential presence of persons who, for safety or health Reasons, should not be with certain types of animals.**

Individuals whose disabilities require medications, such as certain types of insulin that require constant refrigeration, may find that many shelters do not provide refrigerators or ice-packed coolers. Individuals who use life support systems and other devices rely on electricity to function and stay alive and, in many cases, may not have access to a generator or other source of electricity within a shelter.

**Action Step:**

**Ensure that a reasonable number of emergency shelters have back-up generators and a way to keep medications refrigerated (such as a refrigerator or a cooler with ice). These shelters should be made available on a priority basis to people whose disabilities require access to electricity and refrigeration, for example, for using life-sustaining medical devices, providing power to motorized wheelchairs, and preserving certain medications, such as insulin, that require refrigeration. The public should be routinely notified about the location of these shelters. In addition, if you choose to maintain a confidential registry of individuals needing transportation assistance, this registry could also record those who would be in need of particular medications. This will facilitate your planning priorities.**

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People who are deaf or hard of hearing may not have access to audible information routinely made available to people in the temporary shelters. Those who are blind or who have low vision will not be able to use printed notices, advisories, or other written information.

**Action Step:**

Adopt procedures to provide accessible communication for people who are deaf or hard of hearing and for people with severe speech disabilities. Train staff on the basic procedures for providing accessible communication, including exchanging notes or posting written announcements to go with spoken announcements. Train staff to read printed information, upon request, to persons who are blind or who have low vision.

### **Returning Home**

The needs of individuals with disabilities should be considered, too, when they leave a shelter or are otherwise allowed to return to their home. If a ramp has been destroyed, an individual with a mobility impairment will be unable to get into and out of the house. In case temporary housing is needed past the stay at the shelter, your emergency response plan could identify available physically accessible short-term housing, as well as housing with appropriate communication devices, such as TTY's, to ensure individuals with communication disabilities can communicate with family, friends, and medical professionals.

**Action Step:**

Identify temporary accessible housing (such as accessible hotel rooms within the community or in nearby communities) that could be used if people with disabilities cannot immediately return home after a disaster if, for instance, necessary accessible features such as ramps or electrical systems have been damaged.

If you contract with another entity, such as the American Red Cross or another local government, to provide your emergency preparedness plans and emergency response services, you should ensure that the other entity follows these steps on your behalf.



## Prepare For What Will Happen

### Earthquake

1. Not only do breakable things break, the broken pieces and other objects fly off walls and shelves. So, during the shaking move away from windows, mirrors, shelves, and bookcases. Watch out for pictures flying off walls, and loose objects from the top of file cabinets. Cabinet doors may open and stored items spill out; bookcases may topple over if not anchored to a wall or the floor.
2. Large, heavy furniture gets moved. This means file cabinets, desks, televisions, couches, beds and other items you may not be able to move by yourself will shift position by a foot or more. Out-of-position furniture may actually block the pathway out of your office or residence.
3. Many offices have acoustical tile ceilings, and a major quake may shake some out of the ceiling. Fortunately, tiles are not very heavy when they fall. But usually a lot of dust has accumulated above the tiles and this dust will come down as well.
4. Telephone service may be interrupted.
5. Electricity may be lost. This means no lights, air conditioning, electric heating, and elevators. Refrigerators and electric stoves will not work and you may have no hot water. Also, because of lost water pressure toilets may not flush. Without electricity you cannot run mechanical breathing aids; you will not be able to recharge a power wheelchair. Only battery operated clocks, radios, televisions, and other appliances will help you. AT WORK AND AT HOME -KEEP A FLASHLIGHT, BATTERY OPERATED RADIO AND FRESH BATTERIES HANDY.
6. A fire is much more possible than under normal conditions. In or near any building or residence, there may be a ruptured gas line, torn electrical wiring, or spilled flammable fluids. AT HOME, HAVE A FIRE EXTINGUISHER HANDY. AT WORK, KNOW WHERE THE NEAREST TWO EXTINGUISHERS ARE LOCATED. KNOW HOW TO DIRECT SOMEONE TO TURN OFF YOUR GAS IF YOU CANNOT DO SO YOURSELF.
7. Don't expect help from fire and police personnel for at least 72 hours: they will be busy with the most crucial situations. Some emergency shelters are up and running within hours of a major disaster; others take two or three days to become operational. BE MENTALLY PREPARED TO RELY ON YOUR OWN RESOURCES AND THE HELP OF NEIGHBORS AND WORK COLLEAGUES DURING THE FIRST 72 HOURS AFTER A MAJOR EARTHQUAKE.
8. It can take up to three days for emergency water to get to your area. Every person should store at least 3 gallons, and more for those people who need extra water. And still more if you have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)
9. In the days following a major quake, many people find themselves easily distracted, strangely absent-minded, and occasionally losing track of keys, phone numbers, and other things. If you experience this, don't worry greatly; it is a normal reaction to the stress of a being in a major disaster.

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10. It may take several days before order is restored and you can replace even the simplest disability related items like hearing-aid batteries and prescription medications. Keep spares and backup supplies at home or at school.

**Before a Disaster**

1. Evacuation plans must provide for problems involved in students with mobility, visual and hearing impairments. Special evacuation transportation provisions may be necessary - both from the school building to the assembly area(s) and away from the school area. And plans must also address assistance that will be provided to mentally retarded students during and after the earthquake.
2. Special needs students should have a back-up supply of vital medication, equipment or supplies with them, at school or enroute. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
3. Parents or guardians of these students should be consulted concerning care considerations if the student is isolated at school for both a short term or long term basis.
4. These students should have in their possession an individual emergency card describing their special needs. The cards should list information such as; disability, medications and their application frequencies, mobility constraints, attendant needs allergies, primary physician, etc.
5. Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered.
6. Special Needs Teachers and Aids should be kept with their students.
7. Allow for individual self sufficiency of these students as much as possible by getting them involved in preparedness and response activities. Include in response planning obvious ways in which special needs students can assist others in response to disastrous conditions -include them in your drill. As an example, in the dark (due to power loss and no outside light), sighted people could depend on the blind students to navigate through debris laden evacuation routes. Blind people are experienced at being placed in new, unfamiliar environments and finding their way.
8. Also communicate preparedness and response information and instructions (according to need) to these students with braille, audio cassette, visual aids, large print, etc. Don't let them out of the process.
9. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired and deaf students would be best alerted by flashing light alarms.
10. Emergency back-up lighting systems, especially in stairwells and other dark areas would benefit those students with limited visual acuity.
11. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety.
12. Hearing impaired students should practice some basic hand signals with the teachers and other students for emergency communication.

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13. Mobility impaired students should practice moving their wheel chairs into designated safe areas, locking their wheels and covering their heads with a book or with their arms or hands.
14. Partnerships should be established between the able bodied and special needs students. The able bodied partners should be prepared (and practice during drills) to assist the special need student.
15. Rescue teams should be made aware of the best way to rescue special needs students. As an example, mobility impaired students should be allowed to instruct rescue team members on the best way to move them from the hazardous area. The fireman's carry may be dangerous to someone with respiratory problems.
16. Special response provisions may have to be made for ensuring duck and cover protection for these students. Barriers to earthquake safety are highly individual for them and accommodation plans may have to fit the requirements. The guidance provided by this document should be modified to fit each special situation of each special needs student. NOTE: ANY SPECIAL RESPONSE PROCEDURE MUST BE TESTED DURING EARTHQUAKE DRILLS.
17. Visually impaired or blind students should have an extra cane at school even if they have a Seeing Eye dog. They should be informed of alternate evacuation routes.

**During the Earthquake**

Special needs students or able bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through practice) lock wheel chair wheels and cover head with book, arms or hands.

**After the Earthquake**

1. Hearing impaired or deaf students need face to face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
2. During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.
4. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependant machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.
5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.
6. If evacuation from school area is called for, utilize special transportation arrangements.
7. Re-establish special power requirements for the equipment of special needs students as soon as possible.

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Rescue of special needs students should be accomplished utilizing special techniques as practiced.

### **Training for Rescue Service During an Emergency**

1. Train personnel to regard a disabled person as the best expert in his or her disability and to ask a disabled person for advice before lifting or moving that person.
2. Train personnel to take extra time when communicating with people who are deaf, hearing impaired, or speech impaired.
3. Train personnel to never separate a disabled person from his or her assistive aids: wheelchairs, canes, hearing aids, medications, special diet food, urinary supplies, etc. Also, a service animal, usually a dog, is an assistive aid used by some blind, deaf and mobility impaired people.
4. Train personnel to realize that a disabled person's equipment may not be working after a disaster occurs, or it may be insufficient for emergency circumstances.
5. Train personnel to realize that a disaster may temporarily confuse service animals and they may not be able to help their owners as effectively as before the disaster.
6. Train rescue workers to know that some individuals with emotional and developmental disabilities may be too unsettled to respond appropriately to instructions and directions, such as a public address announcement to evacuate a building. Some disabled individuals may need to be in a quiet place for a while to regain their composure; others may even try to hide from rescue workers.
7. Train personnel to realize that some individuals with significant mental or learning disabilities might not understand the significance of "Keep Out" signs and barricade tape.

### **Evacuating Wheelchair Users**

#### **All Wheelchair Users**

1. Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.
2. Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask the user to confirm where it is safe to lift. Also, ask the user what else about his or her wheelchair you should know in order to lift it safely.
3. Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.
4. When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.

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5. When the lifting is complete, follow the instructions of the chair's user and restore the manual or motorized wheelchair to full operation; then direct the user to a safe area.

**Manual (non-motorized) Wheelchairs**

1. Manual chairs weigh between 20 and 60 pounds. Two people are required to lift a manual wheelchair when occupied by the user.
2. Generally, the best way to lift the chair and user together is to position one helper behind the chair and the other helper in front. The helper behind the wheelchair tips it backwards to a balance angle that is tolerable to the user. The other helper grasps the front of the wheelchair and guides its movement. The two helpers lower or raise the wheelchair one step at a time, making sure both rear tires hit step edges evenly.

**Motorized Wheelchairs**

1. Motorized wheelchairs can weigh up to 100 pounds (un-occupied), and may be longer and heavier to push than manual wheelchairs. Some motorized chairs have additional electrical equipment such as a respirator or a communications device.
2. Lifting a motorized chair and user up or down stairs requires two to four helpers. Before lifting, discuss with the user if some heavy parts of the chair can be detached temporarily, how to position the helpers, where they should grab hold, and at what if any angle to tip the chair backward. Turn the chair's power off before lifting the chair.
3. If the chair's power drive is temporarily detached, the chair becomes "free wheeling". Helpers must realize they are entirely responsible for the safety of the user since the user of a motorized wheelchair generally lacks the arm function to control the chair's movement.

**Community Schools Strategic Site Plan (CSSSP) and School Safety Plan Recommendations and Assurances**


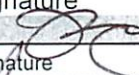
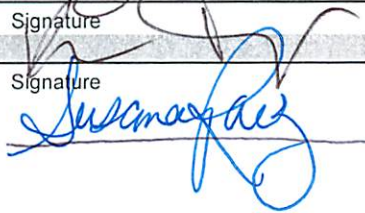
School Site Name/Site Number: Street Academy 313

- Title 1 School Wide Program       SIG  
 Title 1 Targeted Assistance Program       QEIA

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) also known as the Community School Strategic Site Plan (CSSS) and Safety School Plan to the district governing board for approval, and assures the board of the following:

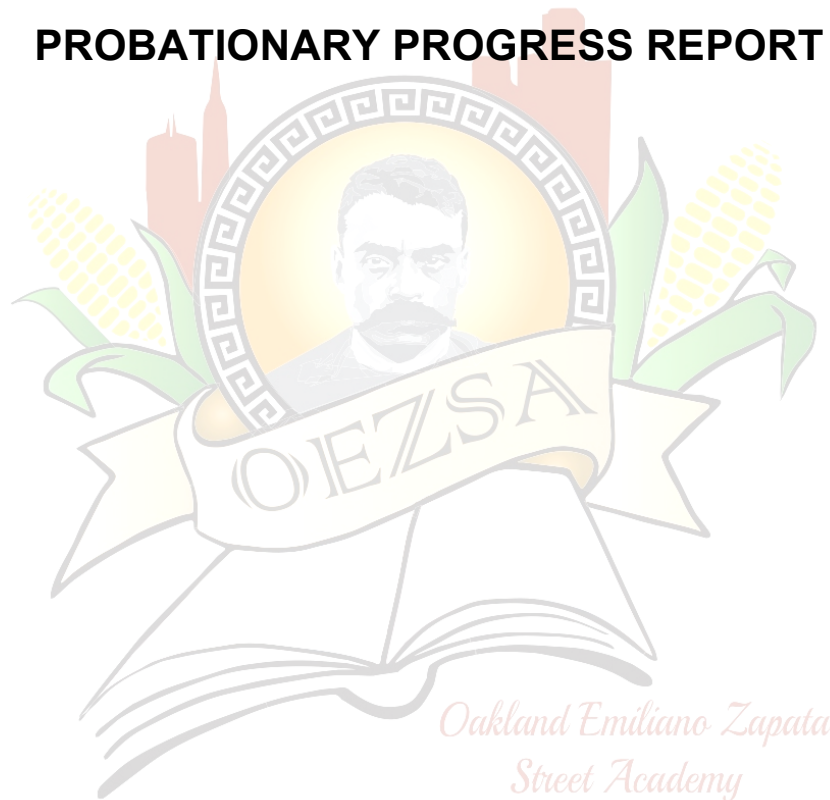
- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the CSSSP requiring board approval.
- The school plan and safety plan is based upon a thorough analysis of student academic and safety goals/data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, social emotional goals and to meet all safety planning procedures and improve student achievement.
- The School Site Council reviewed the content requirements of the CSSSP and Site Safety Plan and assures all requirements have been met, including those found in district governing board policies and in the local education agency plan (LEAP).
- The safety plan was communicated to the public, per Education Code section 35294.2 (e): "...an updated file of all safety related plans and materials shall be readily available for inspection by the public."
- Opportunity was provided for this school's CSSSP (per Education Code 64001) and Safety plan (per Education Codes Sections 35294.8(b), 35294.2(e), and 32288) for public input and adopted by the School Site Council at a public meeting (s) on:  
3/15/14 ; 4/5/14
- The public was alerted about the meeting through one of the following:  
 Fliers in students' home languages (date) 2/25/14  
 Announcement at the public meeting (date) 3/24/14  
 Other (Notices and Media Announcements) (date) phone calls 3/14/14

**In your Site Safety Plan, include documentation of how you provided an opportunity for public review and how the public can access or review the plan**

Signatures		
Print name of school principal <u>Gina Hill</u>	Signature 	Date <u>4/5/14</u>
Print name of SSC chairperson <u>Janice Preston</u>	Signature <u>Janice M. Preston</u>	Date <u>4-5-14</u>
Print name of Chief of Police or Designee <u>Jenny Wong</u>	Signature 	Date <u>5/21/14</u>
Print name of Regional Executive Officer <u>Kevin Taylor</u>	Signature 	Date <u>5/8/14</u>
Print name of Director, State & Federal Compliance <u>Susana Ramirez</u>	Signature <u>Susana Ramirez</u>	Date <u>5/27/14</u>

# OAKLAND EMILIANO ZAPTATA STREET ACADEMY

## PROBATIONARY PROGRESS REPORT



417 29<sup>th</sup> Street

Oakland, CA 94609

Oakland Unified School District

February 24 & 25, 2014

Accrediting Commission for Schools  
Western Association of Schools and Colleges



## **I: Introduction and Basic Student/Community Profile Data**

### **Description**

Since 1973, the Oakland Emiliano Zapata Street Academy (OEZSA), known simply as Street Academy, has been a small, alternative high school committed to preventing students of color from dropping out or being pushed out of the education system, while providing access to academic success and higher learning. Street Academy exists to resist race, class, and other inequalities in our public schools, society, and world. Here each student is challenged, nurtured, and supported with high expectations and transformative experiences.

Students enter Street Academy with academic deficiencies as a result of inconsistent schooling and a variety of other social determinants. Less than 10% of our students enter at grade level and all are at high risk of dropping out of school and the resulting serious problems. Street Academy was designed as a small school where so called “at risk” students can have a “second chance” at succeeding and exceeding potential.

Street Academy’s goal is to provide students with a social justice focused, college preparatory education and a “second chance” to earn a diploma. Curriculum is designed to challenge, engage, and prepare our youth to graduate prepared for college, career or job. All students are enrolled in A-G required courses during the core day and Afternoon Program where class schedules are tailored to address those with credit deficiencies or who are in need of enrichment courses such as fine or physical arts. In addition, students access courses and test preparation classes through an online system called APEX.

### **Goals**

Street Academy operates with a Memorandum of Understanding with the Oakland Unified School District and aims to provide a different approach to education, committed to a vision of culturally relevant education that motivates our students and prevents them from dropping out/being pushed out. In accordance with this, Street Academy’s guiding principles are as follows:

### **VISION / PRINCIPLES**

**ACADEMIC ACHIEVEMENT:** Students who would have otherwise dropped out of high school become college eligible and are prepared for a career after graduation.

**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 curriculum that is culturally relevant and

emphasizes 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 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.

## **ESLRS - Expected Schoolwide Learning Results**

### **Academic Achievement**

Analytical Thinkers and Effective Communicators who:

- Speak confidently in public.
- Demonstrate competent use of computers and technology.
- Research, analyze and present information in an efficient and professional manner.

- Critically analyze and evaluate literature, poetry and other media.
- Use their knowledge of scale and proportion to analyze social and global issues.
- Investigate the natural world and their role in it.
- Know the basic skills necessary to access CA academic standards.

### **Community Involvement**

Effective Community Leaders who:

- Participate in the struggle for social justice and improving their community.
- Analyze social and global issues.

### **Responsibility**

Responsible Individuals who:

- Are knowledgeable about the education and career opportunities available to them.
- Assess their needs and apply appropriate strategies to solve their problems.
- Use effective goal setting strategies and actively work to achieve those goals.
- Understand how actions, or lack of actions, affect oneself, others, and the community.

### **Respect**

Respectful Individuals who:

- Interact positively and resolve conflicts in nonviolent ways.
- Contribute to a safe, supportive and peaceful environment by practicing self-awareness and empathy.
- Struggle against racism, sexism, homophobia, and oppression of all kinds.

### **Unity**

Collaborative Team Builders who:

- Develop their own worldview and are aware and respectful of other views.
- Support peers and younger generations to become academically and socially responsible.

## **Student Community Profile / Demographics**

**Number of students by grade.**

<b>Year</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>9th graders</b>	36	49	44	40	19	34
<b>10th graders</b>	49	32	41	47	34	28

<b>11th grade</b>	36	42	24	30	33	26
<b>12th grade</b>	36	32	29	26	25	26

**Percentage of Students by Gender**

<b>Year</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Male</b>	42.7%	44.5%	52.2%	47.6%	52.3%	59.6%
<b>Female</b>	57.3%	55.5%	47.8%	52.4%	47.7%	40.4%
<b>Total Number</b>	157	155	138	143	111	114

Street Academy enrollment has declined especially between 2012 and 2013. Two major factors impacting enrollment: 1) Large overall drop in Oakland Unified School District enrollment; 2) The effort made by the Street Academy community to publicize availability of a smaller, safe and personal alternative to parents and prospective students, particularly those who are in the process of dropping out of a large comprehensive high school. This is a factor which we can control, and we have been more intentional and more effective in this regard during the current school year.

**Percentage of Students by Ethnicity**

<b>Year</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Black/African American</b>	48.4%	45.2%	42%	43.4%	52.3%	55.3%
<b>Latino/Latina</b>	38.9%	39.4%	42%	41.3%	31.5%	24.6%
<b>Asian</b>	5.1%	4.5%	2.2%	3.5%	2.7%	7%
<b>White/Caucasian</b>	0%	0%	0.7%	1.4%	0.9%	2.6%
<b>Native American</b>	3.8%	6.5%	12.3%	10.5%	12.6%	10.5%
<b>Other</b>	3.8%	4.5%	0.7%	0%	0%	0%
<b>Total Number</b>	157	155	138	143	111	114

This year, there are far greater numbers of males than females and our African American population has increased as well. This is not surprising when viewing national and local statistics showing African American males performing the worst in education. It is not surprising that more African American males would be in need of a “second chance” school like Street

Academy. We will work with the African American Male Achievement department of OUSD to enhance our program offerings to ensure the success of our males

Our Native population has more than doubled since 2009. Street Academy continues to have one of the highest Native populations in the Oakland Unified School District. We believe this is due to our partnerships with American Indian Child Resource Center, Native American Health Center, and the acknowledgement of Indigenous culture through celebrations and course content/offerings.

Finally, although our overall population is not very large, we are very proud of and like to celebrate our diverse student body. We also recognize the need for our school to be small so that attention can be individualized, all students and families can receive wrap-around services thus fulfilling a vision of full service community schools. There is a need to reconcile via fiscal solvency issues to acquire more flexibility in programming.

**Number (Percentage) of students in special programs.**

<b>Year</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>GATE</b>	5 (3%)	7 (5%)	7 (5%)	-	6 (5%)
<b>IEP</b>	16 (10%)	17 (12%)	24 (17%)	15 (14%)	12 (9.5%)
<b>504</b>	NA	NA	6 (4%)	-	1 (.008%)

**Percentage of students on probation & in foster care 2013/14 ONLY.**

<b>Year</b>	<b>2013 - 2014</b>
<b>FOSTER CARE</b>	8.7%
<b>PROBATION</b>	11.4%

This is the first year that this data has been collected. We know, however, that Street Academy has always been a school of choice for caseworkers and foster parents, because they are able to achieve daily contact with the school about the young person's attendance and progress. With this level of students impacted by the juvenile justice system, we are watching carefully to ensure that we are able to retain them and move them toward a high school diploma.

**Percentage of students on free/reduced lunch**

<b>School Year</b>	<b>2009-</b>	<b>2010-</b>	<b>2011-</b>	<b>2012-</b>	<b>2013-</b>

	2010	2011	2012	2013	2014
Participants in Free or Reduced-Price Lunch (percentage of total)	64%	74%	77%	56%	83.9%

There is a significant increase in the number of students qualifying for free/reduced lunch from last school year to this school year. Street Academy's percentage of students qualifying for free and reduced lunch is far above the state average of 54%. Street Academy is a more effective educational experience for many students living in poverty, because they are able to speak personally with the Consulting Teacher/Mentor and often receive assistance or advice on practical matters, as well as unique opportunities, such as sailing class, internships at Summit Hospital; TLS peer leadership training, and so on. Very low-income families are not usually able to access these types of opportunities.

#### Parent Education Level

School Year	2009-2010	2010-2011	2011-2012	2012-2013
Percentage with a response***	66%	50%	59%	65%
Of those with a response:				
1 - Not a high school graduate	44%	31%	30%	24%
2 - High school graduate	15%	30%	28%	22%
3 - Some college	26%	28%	26%	36%
4 - College graduate	10%	4%	11%	11%
5 - Graduate school	5%	7%	5%	7%
Average Parent Education Level (The average of all responses where "1" represents "Not a high school graduate" and "5")	2.18	2.26	2.34	2.56

represents "Graduate school.")				
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\*\*\*This is the percentage of student answer documents from STAR testing with stated parent education level information. This information for this 2013-2014 school year has not been

### Mobility Data

Year	2009	2010	2011	2012	2013	2014*
Students at year start	129	119	96	103	93	87
Students added	86	79	91	113	76	30
Students dropped	35	27	34	35	31	3
Students withdrawn	43	50	43	69	49	9
Mobility rate	76%	79%	90%	100%	92%	36%
Stable Students**	95	84	70	66	55	70
Average Daily Attendance	126	113	110	102	90	81

\*This is an approximation and not a full school year's worth of data.

\*\*This is the number of students who were enrolled on the first day of the year and stayed through the entire year.

There are several contributing factors that effect on retention rates: 1) Many of those who enter

Street Academy have already dropped out of another secondary school or failed most of their classes, ensuring that they will not be promoted. Many of those students are happy, do well at Street Academy, and graduate. Some do not, often because family, legal, or economic problems intervene. No one is “forgotten” or ignored at Street Academy. Every student is contacted and assisted to stay in school. And we know for sure that the longer a student stays at Street Academy the better s/he performs academically and developmentally. 2) Some students enter Street Academy with the intention of “being mobile” They want to attend Street Academy to “make up” credits and return to a comprehensive high school because they want to play football, reconnect with friends, or graduate from a larger institution.

**Suspension rate:**

Year	Total # Students	Total # Suspensions	Suspension Rate
2009 - 2010	198	23	12%
2010 - 2011	187	26	14%
2011 - 2012	216	60	28%
2012 – 2013	169	10	5.9%
2013 - 2014	114	8	.07%

The drop in suspension rates is a reflection of our increased focus on alternatives to suspension, including restorative justice practices that apply the principles of peacemaking “talking circles” and other ways of building community.

All CTM were trained in Restorative Justice at the beginning of the school year. Each has his or her unique approach to keeping circle but the same goal of building relationships. As Street Academy does not use the traditional referral system, a first tier of intervention when behavior is not conducive to the learning environment, is being sent to his or her CTM. This gives an opportunity for a student to reflect, reset and re-enter the classroom so learning is minimally interrupted. If a student re-enters successfully there is not necessarily an “infraction” recorded to discipline record. It is recorded on the contract. When a CTM is unable to intervene, s/he will then send the student with his/her contract to the office and a decision will be made how best to proceed. A second tier of intervention could be a referral to the Seneca Counselor, our Oakland California Youth Outreach Mentor or to Mari D, who provides part-time Restorative Justice aligned intervention. A third tier may be in-house suspension where the student completes work in the office or last resort, out of house suspension.

Another factor contributing to lower suspension rate is the Principal’s focus on seeking



alternatives to suspension. The Principal is actively seeking support to formalize our approach to addressing and decreasing the need for suspensions through partnerships with RJTI - Restorative Justice Training Institute. It is a fact that the more students are out of school the less successful they are.

## Student Performance Data:

### Program Improvement Status

Street Academy is a Title I school, and therefore has been subject to the No Child Left Behind mandate and expected to meet the Adequate Yearly Progress (AYP) benchmarks over the years. Below is a table that summarizes the AYP criteria for the past 5 years.

Year	2009	2010	2011	2012	2013
<b>ELA Participation Rate</b>	<b>MET</b>	<b>95% participation MET*</b>	<b>95% participation MET*</b>	<b>95% participation MET*</b>	<b>95% participation MET*</b>
<b>Math Participation Rate</b>	<b>MET</b>	<b>95% participation MET*</b>	<b>95% participation MET*</b>	<b>95% participation MET*</b>	<b>95% participation MET*</b>
<b>ELA Percent Proficient</b>	<b>NOT MET</b>	<b>55.6% target we had 19% MET**</b>	<b>66.7% target we had 15% NOT MET</b>	<b>77.8% target we had 27.8% MET**</b>	<b>88.9% target we had 5.6% NOT MET</b>
<b>Math Percent Proficient</b>	<b>MET</b>	<b>54.8% target we had 13.6% NOT MET</b>	<b>66.1% target we had 12.5% NOT MET</b>	<b>77.4% target we had 33.3% MET**</b>	<b>88.7% target we had 5.3% NOT MET</b>
<b>API</b>	<b>-12 to 523 NOT MET</b>	<b>+12 to 524 MET</b>	<b>+58 to 581 MET</b>	<b>-16 to 568 NOT MET</b>	<b>-57 to 501 NOT MET</b>

### Academic Performance Index (API)

	2009	2010	2011	2012	2013
<b>Base API</b>	512	523	584		558
<b>Growth API</b>	511	524	581	568	501
<b>Change</b>	-12	+12	+58	-16	-57

Our AYP and API scores are show a consistent increase from 2009 to 2010 to 2011. The past two years have shown the opposite. The following CST scores depicted below provide more detail about what is impacting these trends in AYP and API.

### CST English-Language Arts California Standards Test

9th ELA CST Scores	2009	2010	2011	2012	2013
<b>Advanced &amp; Proficient</b>	6 (17%)	4 (11%)	7 (20%)	2 (8%)	2 (17%)
<b>Basic</b>	12 (33%)	15 (43%)	10 (28%)	7 (27%)	6 (50%)
<b>Below Basic &amp; Far Below Basic</b>	18 (50%)	16 (46%)	18 (52%)	17 (65%)	4 (33%)

10th ELA CST Scores	2009	2010	2011	2012	2013
<b>Advanced &amp; Proficient</b>	3 (9%)	4 (11%)	4 (14%)	3 (10%)	1 (3%)
<b>Basic</b>	17 (49%)	10 (28%)	10 (34%)	9 (29%)	8 (28%)
<b>Below Basic &amp; Far Below</b>	15	22	15	19	20

<b>Basic</b>	(42%)	(61%)	(52%)	(61%)	(69%)
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<b>11th ELA CST Scores</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Advanced &amp; Proficient</b>	3 (8%)	3 (9%)	6 (17%)	2 (13%)	5 (14%)
<b>Basic</b>	7 (19%)	13 (39%)	7 (19%)	4 (25%)	13 (37%)
<b>Below Basic &amp; Far Below Basic</b>	26 (73%)	17 (52%)	23 (64%)	10 (62%)	17 (49%)

The number of students scoring proficient and advanced has remained stagnant while the number of those scoring below and far below basic is more than ½ of those tested in the 10th grade. A majority of students enter Street Academy and are not reading on grade level. In fact, they may be reading several grades lower which of course negatively impacts their ability to access the CST content. This is why we implemented Achieve 3000, an online reading acceleration program.

It is significant to note that in 9th and 11th grade, the percentage of kids scoring far below and below basic declined. The number of 11th grade students scoring proficient or Advanced doubled from 2009 to 2011, declined by more than half the following year then more than doubled in 2013. Also worthy of note in 11th grade ELA scores is the significant decrease in kids scoring Below and Far Below Basic. They seem to be moving to the Basic category. From 2012 to 2013, there was a 12% improvement for students scoring Basic.

We will not be able to compare CST ELA and Math scores for this current school year due to the transition to Common Core. However, 11th graders this year will participate in EAP, SBAC field test so we will be able to comparisons from the data collected from this year's assessments although the assessments are quite different.

<b>10th Grade Life Science CST</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Advanced &amp; Proficient</b>	6	6	3	10	4

	(17%)	(17%)	(11%)	(31%)	(13%)
<b>Basic</b>	11 (31%)	11 (31%)	15 (54%)	8 (25%)	10 (33%)
<b>Below Basic &amp; Far Below Basic</b>	18 (51%)	19 (53%)	10 (36%)	14 (44%)	16 (53%)

<b>World History EOC CST Scores</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Advanced &amp; Proficient</b>	0 (0%)	1 (2%)	1 (3%)	2 (6%)	1 (5%)
<b>Basic</b>	6 (21%)	12 (21%)	12 (36%)	8 (27%)	5 (23%)
<b>Below Basic &amp; Far Below Basic</b>	23 (79%)	45 (77%)	20 (61%)	20 (67%)	17 (73%)

<b>11th Grade U.S. History CST</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Advanced &amp; Proficient</b>	0 (0%)	1 (3%)	4 (10%)	4 (11%)	3 (8%)
<b>Basic</b>	4 (13%)	13 (39%)	11 (28%)	13 (35%)	11 (30%)
<b>Below Basic &amp; Far Below Basic</b>	28 (87%)	19 (58%)	24 (62%)	20 (54%)	23 (62%)

Teachers are focusing on the critical thinking skills required by Common Core so there are improvements in History scores. From 2009 to 2013, less students are scoring in the Below Basic and Far Below Basic category. Although from 2011 to 2013, we see 1 less student scoring advanced and proficient, this is still an improvement from 2009 and 2010. Still, there are too many students scoring Below and Far Below Basic.

### **CST Mathematics**

<b>Algebra CST Scores</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
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<b>Advanced &amp; Proficient</b>	0 (0%)	1 (3%)	0 (0%)	1 (3%)	1 (5%)
<b>Basic</b>	6 (14%)	10 (31%)	3 (8%)	2 (6%)	12 (60%)
<b>Below Basic &amp; Far Below Basic</b>	36 (86%)	21 (66%)	35 (92%)	33 (91%)	7 (35%)

<b>Algebra 2 CST Scores</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Advanced &amp; Proficient</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Basic</b>	0 (0%)	1 (5%)	2 (22%)	0 (0%)	2 (8%)
<b>Below Basic &amp; Far Below Basic</b>	16 (100%)	18 (95%)	7 (78%)	16 (100%)	25 (92%)

<b>Geometry CST Scores</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Advanced &amp; Proficient</b>	0 (0%)	1 (3%)	0 (0%)	0 (0%)	1 (4%)
<b>Basic</b>	1 (3%)	2 (6%)	5 (15%)	0 (0%)	7 (52%)
<b>Below Basic &amp; Far Below Basic</b>	35 (97%)	30 (91%)	28 (85%)	27 (100%)	5 (44%)

Our Math scores in all content areas have been consistently low. Strategies for improving Overall Math performance are outlined in the School wide Action Plan. However, from 2009 to 2013 there is a significant decrease in Below and Far Below Basic scores. In 2013 35% of Algebra students were scoring Below and Far Below Basic while in 2009 86% of students were scoring the lowest. There is a similar trend in Geometry scores when comparing 2009 where almost 100% of students scored Below and Far Below Basic. By 2013 that number was cut in half. The most significant gain happened last school year. In 2013 only 5 students scored Below and Far Below while in 2012, they ALL did! Also, in 2012 no students scored Basic but that increased to 7 students scoring Basic in 2013. Although the goal is to move kids to proficient and advanced, this movement shows promise. We will not be able to compare CST ELA and

Math scores for this current school year due to the transition to Common Core but will utilize other means of Common Core aligned assessment to gauge progress.

<b>Biology EOC CST Scores</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>Advanced &amp; Proficient</b>	4 (7%)	9 (14%)	7 (15%)	1 (2%)	1 (3%)
<b>Basic</b>	18 (32%)	18 (29%)	19 (40%)	13 (31%)	12 (36%)
<b>Below Basic &amp; Far Below Basic</b>	34 (61%)	36 (57%)	22 (46%)	28 (67%)	20 (60%)

In Biology, the number of students scoring Advanced and Proficient declined as well as the number scoring Basic. From 2009 to the present, the percentages of those scoring Below and Far Below Basic have moved up and down. There was a 7% decrease from 2012 to 2013 of those scoring Below and Far Below Basic.

<b>Physics EOC CST Scores</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013*</b>
<b>Advanced &amp; Proficient</b>	0 (0%)	0 (0%)	2 (14%)	1 (6%)	
<b>Basic</b>	1 (10%)	0 (0%)	5 (36%)	7 (41%)	
<b>Below Basic &amp; Far Below Basic</b>	9 (90%)	19 (100%)	7 (50%)	9 (53%)	

\*Number of students tested in Physics was too small and not statistically significant. Also we do not report CST scores by subgroup here because there are not large enough subgroups to be considered statistically significant.

<b>10th Grade ELA CAHSEE</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
number tested	34	29	25	22
number passed	18	17	13	9
percent passed	53%	59%	52%	40%
number proficient	3	4	4	1

percent proficient	9%	14%	16%	.08%
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<b>10th Grade Math CAHSEE</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
number tested	32	30	30	19
number passed	18	14	16	5
percent passed	56%	47%	53%	26%
number proficient	8	4	4	1
percent proficient	25%	13%	13%	.05%

The trend in the data above is scores fluctuating from year to year which is consistent with the movement of our population. 2008 to 2009 shows a decrease in 10th grade pass rates while 2010 to 2011 shows a 6% increase in the pass rate.

10th grade CAHSEE pass rates have been comparable to state 10th grade pass rates for economically disadvantaged African-American and EL students. It is very rare for a Street Academy student to be prevented from graduating in 12th grade, due to failure to pass CAHSEE.

**California English Language Development Test (CELDT) assessment results number and percent of students at each proficiency level.**

<b>Performance Levels</b>	<b>Overall 2009</b>	<b>Overall 2010</b>	<b>Overall 2011</b>	<b>Overall 2012</b>	<b>Overall 2013</b>
Advanced	0	2 (11%)	4 (24%)	1 (10%)	1 (8%)
Early Advanced	12 (63%)	8 (44%)	6 (35%)	6 (60%)	3 (25%)
Intermediate	4 (21%)	3 (17%)	5 (29%)	3 (30%)	6 (50%)
Early Intermediate	1 (5%)	5 (28%)	1 (6%)	0	2 (17%)
Beginning	2	0	1	0	

	(11%)		(6%)		
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Half of our second language population is scoring at an intermediate level of English Proficiency. This proposes a challenge when considering the transition to Common Core and Next Generation Science Standards when the ability to grapple with complex text while constructing and deconstructing arguments will be emphasized. Our EL students are fully immersed in all classes and those of only intermediate fluency are enrolled in the Achieve 3000 reading acceleration program which exposes them to multiple reading comprehension building activities, vocabulary building activities and of course moving them to be able to grapple with grade level text.

**Staff Demographics**

NAME	POSITION	CREDENTIAL	LENGTH OF TIME AT STREET ACADEMY
Gina Hill	Principal / Executive Director	Tier 2 Administrative Services Credential; Masters in Education Single Subject English California Credential	6 months as Principal / 9 year Street Academy teacher (2000-2009)
Betsy Schulz	Science Department Chair/ Lead Counselor / CTM	Professional Clear Single Subject Biology (minor in Health Education)	41st year
Jeremy Cavagnolo	Science Teacher / IT/ CTM	Professional Clear Single Subject Math	9th year
Maya Semans	Humanities Teacher / CTM	Professional Clear Single Subject English	1st year
DeWayne Dickerson	Humanities Teacher / CTM	Intern Single Subject English NY Special Education & Multiple Subjects 9-12 Credential	1st year
Nadezhda Lozhkina	Math Teacher/CTM	CA Preliminary Single Subject Math	2 years then left for 1 year teaching position in OUSD and returned for 3rd year)



Javad Aryan	Math Teacher/ PE Instructor/ CTM	Preliminary Single Subject Math (Professional Clear Single Subject Math expected in March)	2nd year
Marisol Nuno	Humanities Lead Teacher /CTM	Professional Clear Single Subject History Bachelor's Degree - Spanish	3rd year
Cherin Kelley	Resource Specialist	Multiple Subject K-8 Learning Disability Specialist Certified Educational Therapist	2nd year (Resource Specialist in OUSD 16 years)
Shequita Jones	Mental Health Specialist	Masters in Social Work	1 month (5 years in OUSD schools)
Erin Brown	Afternoon Program Coordinator (BACR)	n/a	4th year
Bobby Young	Office Manager / Electives Teacher	n/a	16th year

Street Academy celebrates the diversity of our student population and prioritizes diversity among our staff. It is our belief that our staff should be a reflection of our student body. It is developmentally appropriate for teenagers to seek out those who are of similar background. We have added our Parent Liaison to our list of esteemed staff members, thus increasing our Spanish speaking staff. This is essential to the engagement of our families and to the success of our Latino students. We also engage our support staff through Afternoon Program and our Wednesday Elective program to provide culturally relevant content focus and diversity among our mentors. All Teachers try hard through planning to provide culturally relevant and meaningful subject matter.

**Monthly Professional Development Cycle**

<b>First Wednesday</b>	<b>Professional Learning Community</b> (Training, Team Collaboration, Planning Time)
<b>Second Wednesday</b>	<b>OUSD Content Area Professional Development</b> (Transitioning to common core; Strategies for academic discussion; CCSS/NGSS aligned)

	assessments)
<b>Third Wednesday</b>	<b>Professional Learning Community</b> (Training, Team Collaboration around SIM Unit Organizer, Planning Time)
<b>Fourth Wednesday</b>	<b>Professional Learning Community Focus - Restorative Justice</b>
<b>Second Mondays</b>	<b>Niroga Yoga Transformative Life Skills (TLS) Support Session</b>

### **Development of the Teaching Staff**

The following are a few examples of how we have utilized first and third Wednesdays:

1. On 10/2/13 - PLC Focus - Chere Kelley led Meeting the needs of students with IEPs
2. On 10/16/13 - PLC Focus - Writing quality Learning Targets aligned to Common Core as part of consistent Blackboard Configurations
3. On 10/23/13 - PLC Focus - Kitty Kelly Epstein, Ph.D demonstrated strategies for engaging students through interactive teaching tactics; seating arrangements, and use of reading strategies to access complex text.
4. On 11/5/13 PLC Focus - Dina Anagnostopolous (former Seneca Counselor) led classroom management strategies for supporting challenging students.

Classroom observations: The small size of the school allows the principal to provide informal walkthroughs of all classrooms daily. She is able to provide constant informal support and feedback around instruction, management, planning, etc.

Teachers are also engaged in a formal observation and evaluation process with pre and post conference cycle at least two times per year. Principal utilizes a Street Academy specific observation template that is based upon the Oakland Unified School District's official Evaluation documents.

In addition, the Street Academy Foundation Academic Committee conducts individual and group observations with the Principal. The committee will develop its own instructional rounds, advise on curriculum development and lead professional development

Most valuable to our observation cycle is teacher walkthroughs which is newly implemented as a part of the observation cycle. In an effort to decrease teacher isolation, teachers have begun to engage in a cycle of observation and feedback in each other's classes. The teachers also meet in a Professional Learning Community where they engage in collaborative planning in their content area teams (Math

Team, Science Team and Humanities Trio)

### **Co-Curricular & Extracurricular Activities:**

We currently offer 10 different courses in the “Express Yo’self Afternoon Program” including:

Enrichment courses such as Urban Arts and Mixed Media Art are focused on Visual Arts while encouraging relationship building and raising cultural awareness. Other afternoon program courses - Yoga, Brazilian Drum and Dance, and Basketball - involve students not only in community building but, physical arts for healthy stress and emotion regulation.

Street Academy youth have access to TUPE - Tobacco Use Prevention Education (includes substance abuse peer education component as well), Violence Prevention through Resistance Art (BAY Peace) and Youth Action Team. These afternoon program courses offer academic and presentation skills development as well as job skill development and acquisition.

Our internships with Rose Foundation, Communities and the Environment, American Steel, Children’s Hospital, and Summit Alta Bates Hospital offer Zapatistas opportunities not only to apply academic skills and develop civic awareness, our internships provide meaningful ways for students to engage in community transformation that ultimately leads to self transformation.

Express Yo’self Afternoon Program offers test preparation, homework support, after-school tutoring, and the APEX credit recovery, independent study program.

APEX independent study/ credit recovery was added to the afternoon program this year. This class allows students to independently complete course work through a rigorous, teacher-monitored, online program. We currently have 28 students actively participating in APEX independent study. Test preparation is also offered through the teacher-monitored online program APEX. As a result of the national transition to Common Core, our test preparation efforts have been focused on the California High School Exit Exam. There are 30 students currently enrolled in APEX CAHSEE Prep. All 10th graders and students who have not yet passed this test are mandated to attend this class during Afternoon Program hours

The Average Daily Attendance for the afternoon program including homework support is 60.

## II: Significant School Changes and Developments

Forty years of Street Academy's service to the youth of Oakland was celebrated in May. The event raised public awareness of the school as well as funds. These funds are being utilized to meet payroll and to purchase some support resources in the classroom.

Following last year's WASC visit, the Street Academy Foundation Board and Street Academy staff along with Monica Vaughan, OUSD alternative education coordinator and Gina Hill, future principal, met in an all day retreat in March 2013 to set goals to for 2013/14 school year and beyond. This feedback helped to inform our Schoolwide Action Plan.

Empty positions on the Street Academy Foundation Board have been filled an active role in every aspect of the school. The Executive Board meets once per month to discuss in detail various issues around standard operating procedures that either need to be improved, clarified or sustained. The full board meets once per month, discussing the full range of academic and administrative matters, including curriculum changes; school climate; Common Core; and teacher evaluations. Three committees were formed:

**Academic Committee** to provide support and oversight to Principal around A-G and CCSS/NGSS aligned curriculum, classroom observations and establishing annual academic goals and benchmarks aligned with Schoolwide Action Plan.

**Executive Committee** to be responsible for fiscal and human capital interface with Oakland Unified school District

**Resource Development Committee** to, in addition to Oakland Unified School District, identify resources from the private, public and nonprofit sector to help cultivate potential donors and assist the Principal in securing financial and in kind resource to support the instructional program.

Staffing changes include:

- **Gina Hill** replaced Patricia Williams-Myrick as the new Principal / Executive Director of the school.
- **Nadezhda Lozhkina (Nadya, Math Department)** returned to teach Algebra and resumed CTM duties after spending one year as a middle school math teacher in the Oakland Unified School District. She is currently enrolled in a program at UC Berkeley to acquire National Board Certification in math and is being trained to consult as a professional development provider. Nadya is leading the Street Academy Math department in the transition to Common Core State Standards. Currently Algebra 1 utilizes Oakland Unified School District's customized curriculum that aligns to CCSS.
- **Maya Semans** (Humanities Dept) is a fully credentialed teacher in her 2nd full

year of teaching. Maya brings expertise to the ethnic studies aspect of our curriculum through her major in Africana Studies.

- **DeWayne Dickerson** (Humanities Dept) holds a Special Education Credential from New York State where he spent 4 years teaching. He currently holds an intern credential in English, issued by the California Commission on Teacher Credentialing. He will hold a full California Single Subject English teaching credential in one year.
- **Shequita Jones** replaced former Seneca Counselor Dina Anagnostopolous in January 2014. She is experienced in alternative education as she spent 3 years as the counselor on site at Oakland's Community Day School.
- **Wendy Valiente** is our bilingual parent liaison who began working as of December 2013. Her focus for this school year is to provide relevant family literacy events that boost parent engagement. She is also mobilizing parents to assist in the effort to increase student access to healthier and more abundant food choices.
- **Joanna Biggar & Nirali Jani** bring curriculum expertise as the newest additions to the Street Academy Foundation Board.

In preparation for the new school year, teachers and support staff participated in a beginning of the year retreat. This week long retreat focused on training in Strategic Instruction Model (SIM) with a focus on how to create and facilitate the use of the Unit Organizer. Staff also partnered with Renjitham Alfred of Restorative Justice Training Institute to be trained in how to "keep" restorative justice peacemaking circles as a means of community building. Teachers planned and led 3 weeks of community building circles with students to introduce and acquire student feedback around the newly created draft of the Zapatista Guidebook (a student handbook). The Zapatista Guidebook will be finalized by the end of the 2013/14 school year. It will go into effect in 2014/15. All new staff were trained in Transformative Life Skills (TLS) Tier One as well. Tier Two training will happen in March 2014. All staff are trained in TLS and CTM uses TLS regularly to encourage yogic breathing and stretching as an alternative to self medication for stress, releasing anger and increasing academic focus.

As a result of the week long retreat, the following was implemented to enhance current Consulting Teacher/Mentor structure and community building: 1. Monday Morning School Wide CTM happens where adults and youth practice TLS, hear announcements and have an opportunity to do ACTS (make amends, do call outs, say thank you, give shout outs). The morning meeting always ends with Unity Clap. 2. All CTM keep circle in the morning for checking in and in the afternoon for closing out and supporting each student's plan for following through on completing homework, attending academic support, attending enrichment courses through afternoon program, etc. 3. All staff enforce a stricter electronics policy where students are required to check in their electronic devices in the morning and they are returned in the afternoon. The new expectation that electronic devices are never to be visible or heard is emphasized in orientation, CTM registration meetings, written postings, in Metamorphosis class and

through daily reminders during morning check-in.

A school-wide event, Banking on our Future, educated students on dignity through financial literacy. A future project will include an entrepreneurial contest between CTM or through afternoon program. Students will be challenged to come up with their own business plan and have the opportunity to present it to experts from various career fields.

New community partnerships have been established: 1. St. Augustine's Church & Peace Center for space for assemblies and other school activities. 2. Energy Solidarity Co-Op is partnering with the Physics class to develop curriculum around sustainable energy. 3. Teachers regularly attend OUSD Leadership Curriculum & Instruction led professional development once/month. 4. Volunteer community members, Vanessa Riles, Kathryn Gilge, and Mallika Nair lead a gardening expansion project that will intersect with the work happening with the Energy Solidarity Co-Op as well as the work being led by our parent liaison to improve access to healthy food. 5. Partnership with OUSD's College & Career Readiness department to provide credit recovery training and access for APEX online courses. 6. East Bay College Access Network (East Bay CAN) is an organization that collaborates with 8 different organizations and OUSD schools focused on helping underrepresented communities access financial aid and opportunities for higher learning. 7. Our new parent liaison is supported through trainings and one-on-one support from Sara Nuno of the OUSD Family, School and Community Partnerships office.

Efforts to increase enrollment include: 1) Principal developing relationships with local middle school principals and OUSD Student Assignment Office for recruitment throughout the summer and during OUSD options process 2) Attending Middle School Options Fairs 3) Planning special presentations to specified groups at West Oakland Middle School, Claremont MS & Westlake MS (our main feeder schools). 4) Partnering with OUSD Network Executive Officer, Kevin Taylor and Principals and Counselors of larger comprehensive high schools to consult with individual students who may have fallen behind on credits and may be in need of a smaller learning environment to transition to Street Academy; [articles in community press](#).

Content area teams were formed to support collaborative planning 3 times per month. PLC focuses on collaborative planning time, use of consistent strategies with the development of consistent Board configurations in each classroom. BC in each content area are developed around quality learning targets. All classes utilize Do Now (openings) and exit tickets (closings). We have used PLC time to learn how to write quality Learning Targets, share ideas for effective use of strategies to increase academic discussion as a support for the transition to CCSS.

Street Academy utilizes the Scholastic Reading Inventory (SRI) to assess the Lexile Levels of all students 3 times per year. We are currently conducting our mid-year assessment cycle. Use of the SRI is a district wide initiative to assure that all OUSD students are reading on grade level and/or beyond in order to be adequately prepared for

college level texts. Students not reading on grade level are assigned to Maya's reading acceleration elective course, Achieve 3000. Achieve 3000 is an online curriculum that engages readers in a variety of different expository readings across all content areas that can be immediately scaffolded to each reader's Lexile level. The focus this Winter Quarter is addressing 9th graders reading below grade level.

### **III: Follow-up and Progress Report Development Process**

Our WASC preparation process has been an ongoing, collaborative process led by the newly hired Principal / Executive Director, Gina Hill, since July. Due to the high stakes nature of a probationary visit, all SAF Board meetings, weekly Staff Check-ins, weekly work in teacher Professional Learning Communities, and parent engagement events have been centered around how to make progress on the WASC identified areas of critical follow up and what that means in the context of transitioning to Common Core State and Next Generation Science Standards.

We have framed our discussions and planning around WASC as a lever for change and as a means for reinvigorating the Oakland Emiliano Zapata Street Academy for the next 40 years of providing exceptional education opportunities for some of the most marginalized youth of Oakland. We have revisited our vision and school philosophy and deem both to be current and relevant. We enlisted the following members as crucial to our follow-up process:

**Teacher Representatives from each content area:** *Nadezdha Lozhkina – Math; Marisol Nuno – Humanities; Betsy Schulz – Science; Jeremy Cavagnolo – Science Teacher & Testing Coordinator*

**Community Partners:** *Erin Brown – Afternoon Program Coordinator & BACR employee*

**Street Academy Foundation Board Members:** Carole Watson – SAF Board President, former Street Academy parent, retired CEO of United Way Oakland; Kitty Epstein – SAF Board Member, former parent, and Holy Names University Professor of Education

**Oakland Unified School District Partners:** *Monica Vaughan – Director of Alternative Education, OUSD; Eve Gordon – School Quality Review Lead Evaluator, OUSD)*

Our follow up process has included an additional meeting per month of the Executive Board to discuss and refine standard operating procedures and special monitoring of the budgetary issues. SAF Board members created the Academic, Resource Development, and Executive committees which are detailed above.

The Principal has met with Eve Gordon for collaborative partnering since July to analyze areas of challenge and to identify specific support systems that OUSD provides. Specific focus has been on the development of Street Academy's single action plan that outlines attainable long and short-term goals.

SAF Board members and OUSD partners conduct pre-WASC walkthroughs and provide feedback to teachers specific to improving instruction and maximizing learning time. All teachers conduct peer classroom walkthroughs to break down the isolation that many teachers experience and to utilize our internal expertise to share best practices. The goal is to



have teacher walkthroughs happen at least once per trimester. We have only begun the first observation cycle during this current Winter Quarter.

Weekly teacher Professional Learning Communities have provided opportunities for collaborative planning, sharing strategies and best practices, as well as providing feedback within each content area for the WASC progress report document. Each Professional Learning Community member provided feedback that was synthesized by a WASC committee team member and added to the WASC progress report.

Afternoon Program Coordinator surveyed parents and students as a means of collecting their feedback for the document. Family engagement has been a challenge this year and our Afternoon Program Coordinator, in conjunction with the new Parent Liaison and a recent parent volunteer, are leading the charge to reinvigorate and reinvent fun and useful events for engaging parents in the school

SAF Board members and Principal took on writing various sections of the progress report. Ultimately the Principal collected all feedback, data, etc and compiled it into one cohesive document.

**IV: Progress on the Critical Areas for Follow Up within the  
Action Plan**

**Critical Area of Follow-up #1: Find a Principal**

***ACTION TAKEN***

***SCHOOLWIDE ACTION PLAN  
SECTIONS***

Gina Hill began as Principal in July 2013. The Street Academy Foundation hired a credentialed administrator who previously taught for nine years at the Street Academy. Gina Hill began teaching at the Street Academy in 2000. She earned her masters and Administrative Credential from UC Berkeley's Principal Leadership Institute and went on to serve as a middle and high school Principal in the Oakland Unified School District for four years.

n/a

**Critical Area of Follow-up #2: Reconfigure action plans to ensure they - a. Focus on instructional or student-centered issues. b. Can be accomplished with the existing level of staff energy, commitment and don't require additional staff hours. c. Contain detailed measures of accountability, timelines, assessment procedures, reporting out of procedures, what happens if timelines are not met**

***ACTION TAKEN***

***SCHOOLWIDE ACTION PLAN  
SECTIONS***

See attached action plan

All sections

**Critical Area of Follow Up #3:** Develop a specific plan for math because 89.9% of students are scoring BB or FBB. Plan should include feedback around student placement, adherence to standards, use of differentiated instruction; pacing; curriculum adjustment in response to student level of understanding; instructional methodology; engagement; intervention

***ACTION TAKEN***

Our strategy to address this is two-fold:

***SCHOOLWIDE ACTION PLAN SECTIONS***

Improvement Strategy(s): 1.1; 1.3: 2.3; 3.1; 3.2; 3.3

**A. Accelerating the teaching skills of our Math instructional team:**

1. We hired highly skilled Math teacher – Nadya who is pursuing National Board Certification. Both members of the Math team are fully credentialed.
2. Math Coach from OUSD and additional highly skilled Math Coach to provide more intensive support to teachers
3. Math Team (Nadya & Javad) participate in OUSD TEAM Math professional development and training.
4. Professional development sessions, observation and evaluation processes provide input on engagement; instructional methodology; checking for understanding; and how to integrate math across curriculum

**B. Accelerating the Math development of all students:**

1. All students complete a diagnostic test upon entering the Street Academy that is reviewed by Math teachers to assure student placement in appropriate math course

and/or acceleration course.

2. Khan Academy is utilized in Wednesday elective Math Acceleration Course
3. Individualized Student Plan for success in Math. Constant progress monitoring through Math teachers.
5. How to integrate Math concepts across the curriculum- Professional development

**C. Curricular adjustment to align with Common Core**

1. Algebra 1 is taught using District created online curriculum aligned to Common Core.
2. Curriculum for other courses is being rewritten to align with Common Core.

**D. Teachers are learning specific strategies of engagement and intervention during PD/training and are observed using these through principal and peer observations**

Consistent collaboration during Professional Learning Community time, participation in OUSD led professional development around CCSS and training in strategies to more effectively access CCSS, plus site led professional development and training in SIM will result in improved Math performance for all students.

We are already assisting our students with the transition to Common Core State Standards by gradually shifting our current state standards' aligned curriculum to CCSS/NGSS.

**Pacing and adherence to state standards:**

Javad uses the state-issued curriculum as a pacing guideline for Geometry. Nadya uses OUSD-created Common Core curriculum as a pacing guide for Algebra I, and state-issued curriculum as a pacing guideline for Algebra II. We are working closely with Oakland Unified School District's Leadership, Curriculum and Instruction (LCI)

Intervention and support program is offered through regularly offered tutorial and Javad's Khan Academy Math Acceleration class. During this time students work on their basic skills using an interactive online program, which is tailored to their individual skills and lack thereof. Students' understanding of mathematics is enhanced while they move at their own pace.

Daily curricular adjustments in response to students' level of comprehension happen as a result of daily assessments in the form of exit slips. Algebra and Geometry teachers use these daily checks for understanding, to adjust instruction and address skill gaps or misunderstandings through one-day workshops, review games, tutoring, and critical feedback.

Student placement decisions begin with a diagnostic created by the math department, which is given to students upon enrollment. The diagnostic as well as students' transcripts are used to determine the interventions needed to address student needs, as well as the best option for a mathematics course. Once enrolled in the course, student progress is monitored to ensure that they are receiving the necessary support. Algebra and Geometry teachers offer afternoon tutoring at least twice a week, with many students recommended by the teachers to attend.

Currently the Math department is transitioning from the paper and pencil diagnostic test to Khan Academy assessment. Lack of access to technology has been an obstacle. However, OUSD's donation of 32 Google Chromebooks to come in March will help to alleviate the issue

We have been focusing attention on preparing students to pass CAHSEE. The testing coordinator provides strict monitoring of California High School Exit Exam scores. All students who have not passed CAHSEE are mandated to attend APEX CAHSEE prep course offered through our Afternoon program year round.

**Critical Growth Area #4:** 4. Ensure via effective use of formative assessment: a) Curriculum is aligned to standards b) school's written curriculum is aligned to standards and students are demonstrating mastery c) Pacing, coverage and readiness levels as gauged by CST or SAT, ACT

<i><b>ACTION TAKEN</b></i>	<i><b>SCHOOLWIDE ACTION PLAN SECTIONS</b></i>
<p><b>A. Curriculum is aligned to standards.</b></p> <p>1. In every classroom teachers use a Board Configurations with Common Core aligned Learning Targets. Agenda and daily homework are posted in the same place for students to easily access.</p> <p>2. Principal reviews daily, weekly, and term curriculum content with each teacher.</p>	<p>Improvement Strategy(s): 1.1; 1.2; 1.3; 3.1; 3.2; 3.3</p>

**B. School's written curriculum is aligned to standards.**

1. In some cases, classes are adopting curriculum created by school district. In other cases, teachers are rewriting curriculum to align with Common Core.

2. Street Academy, along with the rest of OUSD, is transitioning to Common Core. Teachers focus on writing effective learning targets that are aligned to Common Core/ Next Generation Standards, posting these in class, and reviewing at the beginning and end of class. Teachers utilize these strategies each day to check for growth on these curricular targets:

a) Exit Tickets and b) various methods of calling randomly on students to check for understanding during the lesson. These inform planning on a daily basis. For example, Nadya regularly checks exits tickets in Algebra 1 & 2 and students attend tutorial sessions where they are given opportunities to re-do exit tickets and receive one-on-one support to address misconceptions.

Common Core and Next Generation Standards are posted in every classroom.

Teachers utilize SIM (Strategic Instruction Model) content enhancement routines such as Course Organizer, Unit Organizer and Frames to plan and introduce a unit and student learning goals for each unit. SIM Unit Organizers also help access students' prior knowledge. This assists in guiding planning and pacing for each unit as well as provides students with tools to assess their own emerging understanding as the unit progresses.

Staff have been participating in monthly professional development that guides realignment of curriculum to new standards and provided support in formative testing in this transition period.

**C. Students are demonstrating mastery through formative assessment and**

**the following:**

Since CST is no longer used we are using Internal Math Diagnostic, SRI, PWT & HWT (Common Core aligned district assessments), SBAC & EAP (11th Graders only) Science CST (10th Grade only) and CAHSEE Math & ELA tests as key indicators of student progress

The other most commonly used formative assessment seen across classrooms is calling on students randomly to check for understanding. Teachers will pull a student's daily contract and ask a question on a relevant concept aligned with the daily learning targets. Overall use of formative assessment is developing.

**D. Pacing coverage and assessment**

This year CST testing has been eliminated in all subjects except 10th grade science. 11th graders will be given the SBAC field test in ELA and Math as well as the EAP assessment. Transition to this new testing system includes obtaining Google Chromebooks for all 11th graders and utilization of a SBAC practice test (available online) by all staff and 11th graders.

Consistent with Oakland Unified School District practice, all students take the Scholastic Reading Inventory (SRI) test three times per year to assess each student's Lexile Score to determine the grade level a student is reading on. As a result of the SRI diagnostic testing, it provides for mandatory placement of students who are far below grade level in reading acceleration class, Achieve 3000. The SRI also provides teachers with vital information regarding each student's reading level so that lessons can be differentiated for those reading below or reading above grade level.

All 9th graders enroll in Fall Quarter Technology class that requires them to use



Khan Academy online math support tool. Math teachers also used data from the first quarter marking period as well as test scores to identify and determine student placement in Javad's Khan Academy Math Acceleration elective course on Wednesdays.

All 11th & 12th graders who have not passed the California High School Exit Exam are enrolled in our Afternoon APEX online CAHSEE test prep course. Students remain enrolled in the class until they pass both subject areas.

**Critical Area of Follow Up #5:** Teaching staff should commit to utilizing designated effective instructional strategies commonly used in all classrooms. Strategies should maximize active learning time, engage all learners, utilize focusing activities, use of thought provoking verbal and written questioning, reflection activities increasing rigor and challenge, differentiated instruction, closure activities.

**Critical Area of Follow Up #10:** Instructional Staff should reflect upon the dominant learning style of all students, give consideration to maximizing the use of strategies such as paraphrasing, quiet reflection, pair-share, quick writes; amplification of other's comments, and related strategies that optimize internalization of content

<b><i>ACTION TAKEN</i></b>	<b><i>SCHOOLWIDE ACTION PLAN SECTIONS</i></b>
<p>SHARED INSTRUCTIONAL STRATEGIES</p> <p><b>A. Regular observation, coaching and professional development of teachers ensures effective implementation of these instructional strategies</b></p> <p><b>B. Focus of Principal’s teacher evaluation process is determining effective use of these strategies</b></p> <p><b>C. Teacher Professional Learning Community: Collaboration among content area teachers to plan daily lessons utilizing the strategies below:</b></p> <p>Professional Learning Communities (PLC), each week to collaboratively plan and share best practices.</p> <ol style="list-style-type: none"> <li>1. Strategic Instruction Model (SIM)</li> <li>2. Consistent Blackboard configurations in every class with emphasis on quality Learning Targets aligned to CCSS.</li> <li>3. Lesson structure with:               <ol style="list-style-type: none"> <li>a) OPENING / DO NOW</li> </ol> </li> </ol>	<p>Improvement Strategy(s): 1.1; 1.3; 2.2</p>

<p>Review of Learning Target and Agenda</p> <ul style="list-style-type: none"> <li>b) Direct Instruction or Modeling</li> <li>c) Guided Practice / Activity (including use of strategy that allows for checking for understanding)</li> <li>d) Independent practice.</li> <li>e) Exit ticket to check for mastery.</li> </ul> <p>4. Teachers are using more reflective and engaging activities like debate, games and strategies to encourage academic discussion. Strategies such as:</p> <p>Participation Quizzes were demonstrated during our PLC time and we are implementing Socratic Seminars across content areas after being trained by Kitty Epstein, SAF Board member and HNU teacher education professor.</p> <p>Teachers utilize each others' expertise in a professional learning exercise where each teacher shares commonly used strategies. Across content areas we are using: Exit Slips; Random Calling; Throw 'em Up (whiteboards) and Think /Pair/ Share</p> <p>Our Spanish teacher uses a variety of cooperative learning strategies to activate and engage students such as: Speed Dating; Conversation Tables; Silent Debate.</p> <p>Our English (Humanities) teachers maximize use of thought provoking verbal and written questioning, reflection activities and increase rigor and challenge by chunking text and annotation to support close readings of a variety of texts.</p> <p>Our Math Department is being trained via OUSD's Team Math in strategies to encourage academic conversations. Two strategies being practiced by our teachers are: Number Talk; Participation Quiz</p> <p><b>D. Resource Specialist, Chere, is currently researching and selecting a learning</b></p>	
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<p><b>styles inventory to begin piloting through the Metamorphosis classes so that all new students are assessed to determine the dominant learning style. There will then be a process of sharing this data and teachers will adjust instruction accordingly</b></p>	
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**Critical Area of Follow Up #6:** Increase CST performance by focusing on 5 determinants for testing success: curricular alignment; test taking skills; testing conditions; student and teacher attitude toward tests; overall quality of instructional program.

<b><i>ACTION TAKEN</i></b>	<b><i>SCHOOLWIDE ACTION PLAN SECTIONS</i></b>
<p>INCREASE CST PERFORMANCE:</p> <p><b>A. Curricular alignment</b> 1. Addressed through Critical Area of Follow Up #4</p> <p><b>B. Test Taking Skills</b> 1. A professional test preparation trainer is organizing to support teachers to provide Weekend Wake Up test preparation skills to assist students in developing strategies for test taking.</p> <p><b>C. Testing Conditions</b> 1. Testing conditions at Street Academy are good. Students test with teachers they know, they are fed in the mornings and during breaks. Class sizes are smaller, quieter and well managed. We have also instituted the following to improve overall culture and climate:  2. All teachers participated in a beginning of the year Restorative Justice talking circle training and participate in a monthly Restorative Justice PLC. Teachers are allotted the space and time to practice circle keeping with each other and the Principal.  3. Incorporated into our restorative justice practice is our ongoing training in Transformative Life Skills. TLS is a practice of yogic breathing and stretching that increases focus while helping to decrease stress so that academic performance is</p>	<p>Improvement Strategy(s): 1.1; 1.3; 2.1; 3.3</p>

enhanced. At this point all teachers have been trained in TLS 1 and participate in monthly TLS support sessions led by Niroga Yoga. All teachers will participate in TLS 2 training in March 2014.

Student peer leaders are currently being trained in TLS and will be present during testing to lead focusing activities.

EZ coins for positive reinforcement are utilized and will be emphasized for BBQ and other prizes during testing.

**D. Student/Teacher attitude toward tests**

1. Enrollment in CAHSEE online test preparation through APEX helps build student confidence via preparation.

2. Students will be enrolled in the test preparation class that will boost student confidence in test taking. Student attitudes are negative as a result of negative testing experiences in the past. Students will build their confidence in test taking by engaging in rigorous practice in a safe environment.

**E. Quality Instructional Program**

As the transition to Common Core State Standards and Next Generation Science Standards is underway teachers have been preparing in the following ways.

To enhance curricular alignment, all teachers participate in the Oakland Unified School District's monthly professional development. Math professional development has focused on the following:

English Language Arts has focused on training a teacher leader to provide professional development in leading the department's transition to Common Core.

With the demands of completing his credential program in order to be compliant with California's requirements.

Science has focused on transitioning to NGSS through utilization of tools such as Claim-Evidence-Reasoning-Rebuttal (CERR) and modeling to develop evidence based reasoning and writing. To encourage academic discourse, Socratic Seminar is being explored as a tool to encourage academic discourse.

History/Humanities has focused on strategies for acknowledging and addressing opposing claims and conflicting evidence through OUSD's professional development. History is also preparing to give the History Writing Task. All Teachers will engage in scoring these documents. Humanities teachers will attend OUSD professional development to prepare to present for all teachers and staff to participate in the grading.

In an effort to increase our students' performance on the California High School Exit Exam, all 12th and 11th graders who have not passed and all 10th graders are enrolled in APEX online test preparation during our afternoon program time

**Critical Growth Area # 7: Codify Metamorphosis curriculum**

<b><i>ACTION TAKEN</i></b>	<b><i>SCHOOLWIDE ACTION PLAN SECTIONS</i></b>
<p>We have almost completed codifying this curriculum Principal is teaching a section of Metamorphosis to provide leadership. We have a working draft of a new Student Guidebook. Students, teachers and staff provided input in the beginning of the school year retreat. School wide, students were engaged in 3 weeks of community building and reviewing the expectations of the Guidebook at the start of this school year. In March 2014, Spring Quarter, a Zapatista Advisory Council will be formed to inform the finalization of the Guidebook. The guidebook, along with weekly lesson outlines, will provide the on-going guideline for instruction</p>	<p>Improvement Strategy(s): 2.1; 2.2</p>

**Critical Area of Follow Up #8: Create a rule addressing cell phone and electronic device use.**

<b><i>ACTION TAKEN</i></b>	<b><i>SCHOOLWIDE ACTION PLAN SECTIONS</i></b>
<p>We have created a protocol whereby all students are expected to check in electronic devices to their CTM during morning meeting. They are locked up and returned at the end of the day. This has greatly reduced the multiple distractions of student use in class, teachers wasting instructional time on dealing with phones, and loss of phones through theft.</p> <p>Students not complying with the protocol have phones confiscated and a parent is required to come pick up the phone from the principal or her designee.</p>	<p>Improvement Strategy(s): 2.1</p>



**Critical Area of Follow up #9:** Street Academy should institute a graduate follow up program.

<b><i>ACTION TAKEN</i></b>	<b><i>SCHOOLWIDE ACTION PLAN SECTIONS</i></b>
<p>Street Academy has created a database to accumulate contact information from graduates and their families. We used information from the 40th Anniversary Celebration to accumulate additional information. As graduates return to visit the school we collect their information. One of the Board members has volunteered to take this on as a continuing project. We will utilize website and Social Media as part of our follow up efforts</p> <p>We have instituted a partnership with East Bay College Access Network, an organization dedicated to creating a culture of post secondary education for all students including graduate follow up. They have a four-step approach that includes increasing awareness of all families of financial aid for postsecondary education, working with seniors and their families during senior year to apply for aid, and following up with all graduates as they pursue their postsecondary goals.</p>	<p>Additional Area of Need to be addressed via improved fiscal solvency</p>

# Revised January 2014

## Oakland Emiliano Zapata Street Academy

### Schoolwide Action Plan

This action plan identifies the 3 Critical Areas of Need and 1 Additional Area of Need at Street Academy and outlines the strategies and timeline to fulfill each of these needs.

**Critical Area of Follow Up #1:** Improve quality of curriculum and instruction to fully engage students in a meaningful and challenging learning process so they learn and can effectively apply Common Core/NGSS content. Students will demonstrate mastery of content on SBAC- aligned assessments.

**Improvement Strategy 1.1** *Significantly improve the quality of meaningful and challenging curriculum and develop school-wide consistency of instructional strategies through weekly Professional Learning Community Meetings and instructional coaching.*

Timeline	Activity	Persons Responsible	Measurable Outcomes/ Documentation
Fall 2013-ongoing	All teachers receive regular observation and feedback with specific attention to pacing, rigor and student engagement. All teachers participate in classroom observation and walkthroughs and share feedback	Principal All Teachers SIM Coach	<ul style="list-style-type: none"> <li>• Increased student academic performance as evidenced by increased # of S earning full credit each quarter</li> <li>• Minimum 2 Formal Written Observation/Evaluations completed by Principal annually for all teachers</li> <li>• 2-3 informal walkthrough observations in every classroom completed weekly by Principal</li> <li>• Minimum 2 Walkthrough</li> </ul>

			Observations / school year completed by all teachers • PLC minutes; PD/Training Agendas
Fall – Spring 2013-14  Fall-Spring 2014-15	Training for all staff on SIM (Strategic Instruction Model) Unit Organizer which emphasizes explaining to students what they are learning and why.  Schoolwide implementation of use of SIM Unit Organizer  2014-15 Mid-year evaluation of SIM implementation to determine effectiveness	Principal Teacher Leaders SIM Coach	• S will be able to articulate through writing, oral pres/discussion, etc what they are learning and why • SIM Training, observation and feedback.
Fall 2013 and ongoing	Using PLC time to share high level SIM course and unit organizers that lead to meaningful backwards planning.	Teaching staff SIM Coach	• PLC meeting minutes • Weekly Blackboard Config. • Other Document Collection
March 2014 –Fall 2014  Winter-Summer 2015	School wide assessment of teacher readiness to integrate social justice curriculum development across subjects using culturally relevant materials to engage all students.  Teaching staff create Common Core Aligned curriculum in each content area at weekly PLC meetings.	Principal Teaching staff SAF Board Members (Kitty Epstein & Nirali Jani)	• PLC meeting minutes, agendas • Shared curriculum • Curriculum descriptions uploaded to website (by March 2015) • Increased S retention

**Improvement Strategy 1.2** *Over the next three years we will expand our current service learning program for all 12<sup>th</sup> graders to include service learning and internships for the entire student body that is social justice oriented, culturally relevant, and aligned to Common Core/NGSS standards.*

<b>Timeline</b>	<b>Activity</b>	<b>Persons Responsible</b>	<b>Measurable Outcomes</b>
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March 2014-ongoing	Categorize and analyze existing and potential service learning and internship programs at district schools and elsewhere then apply learning to redesign/plan our own.	Administration Teaching Staff Support Staff	<ul style="list-style-type: none"> <li>• Collection of documents and contacts from existing programs.</li> </ul>
Summer 2014-ongoing	Establish partnership with Holy Names University to re-introduce and expand upon Teachers in Training (TNT). Street Academy will work to create a pipeline of students into HNU's teacher education program	Principal Afternoon Program Coordinator Teacher Leader SAF Board (Kitty Epstein)	<ul style="list-style-type: none"> <li>• Students providing service in local elementary and middle schools</li> <li>• Students entering into teacher education programs such as HNU, Laney (Early Childhood Development), etc</li> <li>• Increased S retention</li> </ul>
Fall 2014  Spring 2015	Choose from existing partnerships aligned with OEZSA vision/philosophy and increase baseline of 18-20 current service learning internship programs from our current 20 to 30 then 40  Formalize service learning and internship program in alignment with Street Academy's vision and philosophy for all students.	Administration Teacher Leaders Afternoon Program Coordinator	<ul style="list-style-type: none"> <li>• Academic course syllabi that reference SA's vision and guiding principles as they relate to course activities, including service learning components.</li> <li>• Description of Street Academy Internship program</li> </ul>
Spring 2015	Pilot formalized, year long internship/service learning project with minimum 15 11 <sup>th</sup> graders and All 12 <sup>th</sup> graders(TBD).	Designated Staff	<ul style="list-style-type: none"> <li>• Student placements</li> <li>• Student &amp; Intern Supervisor feedback gathered at end of each trimester</li> <li>• Student exhibition of learning (12<sup>th</sup> graders in March/ 11<sup>th</sup> graders in May)</li> </ul>

			<ul style="list-style-type: none"> <li>• Formal communication with parents about purposes and processes.</li> </ul>
Fall, Winter, Spring 2015-2016	Implement formalized program with all students.	All Staff	<ul style="list-style-type: none"> <li>• Student will report through survey and evaluations that they are gaining career/college readiness skills</li> <li>• Student &amp; Intern Supervisor feedback</li> <li>• Student exhibition of learning (12<sup>th</sup> graders in March All others in May)</li> <li>• Formal communication with parents about purposes and processes.</li> <li>• Increased S retention</li> </ul>

**Improvement Strategy 1.3** *Implement consistent diagnostic and formative assessments that drive planning, instruction and improve scores on standardized tests.*

<b>Timeline</b>	<b>Activity</b>	<b>Persons Responsible</b>	<b>Measurable Outcomes</b>
October 2013, January 2014, May 2014	Every student will take the Scholastic Reading Inventory (SRI) three times/year to monitor reading growth.	Principal coordinates, Teachers administer	<ul style="list-style-type: none"> <li>• SRI score growth – goal is at least 1 grade level/Lexile level of growth per school year.</li> </ul>

Sept 2013-June 2014	All 10 <sup>th</sup> graders and 11 <sup>th</sup> and 12 <sup>th</sup> graders who haven't passed CAHSEE are enrolled in CAHSEE test preparation classes on APEX computer based program.	Erin Brown, Jeremy Cavagnolo, Marisol Nuno	<ul style="list-style-type: none"> <li>• Increase CAHSEE pass rates the first time S takes the test</li> </ul>
August 2013	Analyze SRI scores for incoming 9 <sup>th</sup> graders to place students into ACHIEVE 3000.	Principal and Teacher Maya Semans, RS Chere Kelley	<ul style="list-style-type: none"> <li>• Achieve 3000 assessments</li> <li>• SRI</li> <li>• Lexile Scores increase for each S by 1 year annually</li> </ul>
February 2014-ongoing	<p>Teachers use variety of methods daily to “check for understanding” and plan curriculum revisions.</p> <p>Curriculum is planned to engage all students in learning the agreed upon skills and knowledge.</p> <p>Students who aren't learning those will be identified and given an intervention.</p>	Teachers	<ul style="list-style-type: none"> <li>• Exit Tickets completed by students; connecting with LASW protocol notes</li> <li>• PLC meeting notes</li> <li>• Increase in CAHSEE pass rates; Lexile scores via SRI</li> </ul>

**Critical Area of Follow Up #2** Recreate our culture and climate of respect, responsibility, unity, personal reflection, and good academic planning and decision making within the school community.

**Improvement Strategy 2.1** *Revamp CTM class to teach academic responsibility and planning, community building, conflict resolution, principles of Restorative Justice and Transformative Life Skills (yogic breathing and stretching to quiet the mind, reduce stress, anger, anxiety, and increase academic focus).*

Timeline	Activity	Persons Responsible	Measurable Outcomes
Fall 2013 and ongoing	Teach TLS daily in CTM  All staff have been trained in TLS 1. They will all be trained in TLS 2 in March 2014. Open every staff meeting with TLS Start Monday school-wide CTM w/ TLS Train student leaders in TLS and have them begin to lead their peers	All teachers	<ul style="list-style-type: none"> <li>• Student survey results will indicate that students use TLS strategies on their own.</li> <li>• Number of students actively participating in TLS in daily CTM will increase to 90%.</li> <li>• Referrals out of class will decrease.</li> <li>• Number of students attending afterschool TLS yoga class will double.</li> </ul>
Fall 2013 and ongoing	Use Restorative Justice Community building circles in CTM  All staff have been trained in RJ Tier 1 Peace making Circles by Restorative Justice Training Institute. Staff practice Circle 1/month together	Teachers	<ul style="list-style-type: none"> <li>• Decrease in out of class referrals</li> <li>• Students will apply RJ to resolve conflicts</li> </ul>
March 2014-August 2015	Have all staffed trained in Tier 2: Harm Circles		<ul style="list-style-type: none"> <li>• CTM will keep circles regularly to address harm in community</li> </ul>

June 2014	Update and document the CTM and contract system to reflect Street Academy's vision and guiding principles.	Principal Teacher leaders	<ul style="list-style-type: none"> <li>• Revised contracts</li> </ul>
August 2014	Train all staff in updated CTM and contract system.	Principal Teacher leaders	<ul style="list-style-type: none"> <li>• Staff meeting agenda, minutes, written information</li> </ul>
August 2014- June 2015	Monthly monitor referrals out of class to identify patterns.  Respond to patterns through individual coaching support for teachers, referral to social emotional supports for students.	Principal, Teachers	<ul style="list-style-type: none"> <li>• Staff Meeting Minutes</li> <li>• Referral tallies</li> <li>• Written plans – teacher coaching and student support services</li> </ul>
Fall 2013 and ongoing	Implement and enforce consistently electronics policy where CTMs collect devices in the morning CTM and return devices in afternoon	All Staff	<ul style="list-style-type: none"> <li>• Electronic devices will not be visible/heard during instructional time</li> </ul>

**Improvement Strategy 2.2** *Redesign the Metamorphosis class to closely align to our guiding principles of respect, responsibility, unity, community involvement and academic achievement in order to empower students to make sound education choices and healthy life choices to successfully complete Street Academy program.*

<b>Timeline</b>	<b>Activity</b>	<b>Persons Responsible</b>	<b>Measurable Outcomes</b>
August 2013 – March 2014	Create a revised, cohesive curriculum for the Metamorphosis class.	Principal, Marisol Nuno, Jeremy Cavagnolo	<ul style="list-style-type: none"> <li>• Full written/digital curriculum, including SIM course organizer, unit organizers, and individual lesson plans.</li> </ul>
Spring 2014	Implement curriculum.	Teacher Leaders Teaching staff	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Student feedback</li> </ul>
Ongoing	Use observation, reflection, student feedback, and monitoring retention of new students to drive further revision of	Teacher Leaders	<ul style="list-style-type: none"> <li>• Increased Retention of new students who receive a diploma</li> </ul>



	curriculum.		<ul style="list-style-type: none"> <li>• Student school culture survey data (ie: CHKS)</li> </ul>
August 2013- June 2014	Revise Student Guidebook to reflect ELSRs, School core values, and to be used as part of the curriculum in the Metamorphosis course.	Principal coordinates, teachers and students contribute	<ul style="list-style-type: none"> <li>• New OEZSA Guidebook</li> </ul>

**Improvement Strategy 2.3** *Create meaningful opportunities for parents and community members to be more closely involved in the school.*

<b>Timeline</b>	<b>Activity</b>	<b>Persons Responsible</b>	<b>Measurable Outcomes</b>
Winter 2013 - ongoing	Currently a bilingual parent liaison is planning and implementing a program focused on family literacy.	Principal, Afternoon Program Coordinator, BACR Leadership	<ul style="list-style-type: none"> <li>• Monthly parent education engagements will happen</li> </ul>
Fall 2013 and ongoing	School Site Council will consistently meet, with quorum, and discuss progress on Action Plan items and related budget.	Administration	<ul style="list-style-type: none"> <li>• School Site Council minutes.</li> </ul>

**Critical Area of Need #3 Improve Math Achievement**

**Improvement Strategy 3.1** *Revise all math curricula to align to Common Core State Standards.*

<b>Timeline</b>	<b>Activity</b>	<b>Persons Responsible</b>	<b>Measurable Outcomes</b>
August 2013- June 2014	Participate in OUSD Team Math monthly training	Math teachers (Nadya Lozhkina & Javad Aryan)	<ul style="list-style-type: none"> <li>• PLC collaboration notes</li> <li>• Weekly Board Configurations</li> </ul>
Fall 2013 and ongoing	OUSD Math coach meets regularly with OEZSA math teachers to support curriculum development and effective implementation of instructional strategies		<ul style="list-style-type: none"> <li>• PLC collaboration notes</li> <li>• Weekly Board Configurations</li> </ul>

**Improvement Strategy 3.2** *Implement consistent math skill assessments and communication about progress*

<b>Timeline</b>	<b>Activity</b>	<b>Persons Responsible</b>	<b>Measurable Outcomes</b>
August 2013- June 2014	Implement assessments clearly aligned to CC standards	Math teachers (Nadya Lozhkina & Javad Aryan)	<ul style="list-style-type: none"> <li>• Student math grades will increase</li> <li>• CAHSEE Math pass rates will increase</li> </ul>
February 2014 ongoing	Math goal setting and progress monitoring: Conference with students every 6 weeks regarding math progress Communicate math progress to parents and CTMs every two weeks	Math teachers, Parent Liaison	<ul style="list-style-type: none"> <li>• 1-2 Family engagement events happen per year that are focused on Math will happen</li> </ul>

**Improvement Strategy 3.3 *Implement Khan Academy Math Intervention (Acceleration)***

<b>Timeline</b>	<b>Activity</b>	<b>Persons Responsible</b>	<b>Measurable Outcomes</b>
August 2013- June 2014	Students participate in 2 hour Wednesday elective working on Khan Academy to increase their math skills  Students are identified through marking period math grades, math diagnostic assessment, and CAHSEE challenge	Math teacher Javad Aryan	<ul style="list-style-type: none"> <li>• Enrollment list in Khan Academy elective</li> </ul>
February 2014- June 2014	Student progress in the intervention program will be monitored monthly.  How are they progressing? Keep students informed of their goal and their progress over time.	Math teacher Javad Aryan	<ul style="list-style-type: none"> <li>• Monthly assessment printouts</li> <li>• Student improvement shown over time as measured by grades</li> </ul>
August 2014- June 2015	Initial assessment and goal setting with each student – communicated to student, CTM, parent Monitor student math progress monthly. Monthly communication of student progress to: Student, CTM, Parent	Math teacher Javad Aryan	<ul style="list-style-type: none"> <li>• Monthly assessment printouts</li> <li>• Monthly communication log with parents</li> </ul>

**Additional Area of Need: Ensure the sustainability and fiscal solvency of OEZSA**

**Improvement Strategy** *Increase enrollment to 160 students*

<b>Timeline</b>	<b>Activity</b>	<b>Persons Responsible</b>	<b>Measurable Outcomes</b>
Fall 2013 and ongoing	Create relationships with counselors at middle schools and high schools.	Principal, SAF Board	<ul style="list-style-type: none"> <li>• Network of counselors</li> <li>• Increased enrollment</li> </ul>
December 2013-February 2014	Presentations at OUSD middle schools Westlake, West Oakland, Claremont, Frick, Roosevelt	CTMs with students, Principal, Community partners	<ul style="list-style-type: none"> <li>• Present to 8<sup>th</sup> grade students</li> <li>• Participate in middle school fairs</li> </ul>
Summer 2014	<p>Update website and increase overall Internet presence</p> <p>Create new brochure for marketing</p> <p>Parent / Community body to track students post graduation</p>	<p>Teacher leader Cavagnolo, Board Members Joanna Biggar, Francisco Sanchez</p> <p>Parent liaison</p>	<ul style="list-style-type: none"> <li>• Updated website</li> <li>• New brochure</li> <li>• Email/contact list of all graduates linked to website</li> </ul>
Spring/Summer 2014	Engage with volunteer grant writer to secure 1 high leverage grant for 14/15 school year	SAF Board Members Kitty Epstein, Carole Watson, Principal	<ul style="list-style-type: none"> <li>• SAF will receive at least 1 grant of 10k or more</li> </ul>

## School Site Council Membership Roster – High School

School Name: STREET ACADEMY

School Year 2013/14

<b>Chairperson : Claudia Ortiz Silva</b>	<b>Vice Chairperson: Janice Preston</b>
<b>Secretary: Bobby Young</b>	<b><u>DAC Representative: Douglas Greene</u></b>

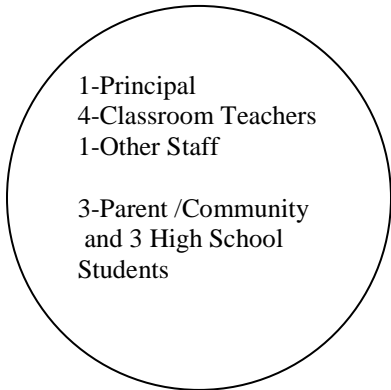
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Gina Hill		x				
Javad Aryan			x			
Marisol Nuno			x			
Betsy Schulz			x			
Jeremy Cavagnolo			x			
Bobby Young				x		
Claudia Ortiz Silva					x	
Janice Preston					x	
Douglas Greene					x	
Ami Suarez						x
Shacarri Thomas						x
Samantha Alvarado						x
<b>DAC Representative</b>	<b>Douglas Greene</b>					

<b>Meeting Schedule</b>	<b>2<sup>nd</sup> Thursday of each Month, 5:30-6:30pm</b>
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**SSC Legal Requirements:**

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 equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site



# Title I School Parental Involvement Policy 2013 - 2014

**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:

- 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.  
(Development of the District's Title 1 Plan happens through participation in monthly parent meetings which happen on the same day as SSC meetings. SSC members are present at both in order to gather feedback from parents around voting items as well as school issues. A parent District Advisory Council member attends district meetings and reports back to both SSC and attendees of general parent meetings)
  
- Offer a flexible number of meetings for parents.  
(*Meetings are generally scheduled on last Thursdays of the month as established by the Parent Advisory Council. SSC runs from 5:30-6:15 and Parent Advisory Council meetings are from 6:20-7:30. Meeting times are subject to change depending upon parent availability*)
  
- 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.  
(*Parents of Title 1 students are invited at the beginning of each school year to Back to School Night where SSC members are recruited, meetings schedules are distributed, parents meet teachers and staff, etc. Parents/families also develop close relationships with teachers who function as CTMs – Counselor/Teacher Mentors. Each student is assigned a CTM and the CTM provides, not only information on a daily basis around student progress through the student contract, but regular communication to parents via phone, email and website about important meetings, family engagement opportunities. Street Academy also gathers feedback for Title 1 program improvements and overall school issues through bi-annual parent survey. )*
  
- Provides parents of Title I students with timely information about Title I programs.  
(*Parents of Title 1 students are invited at the beginning of each school year to Back to School Night and/or Open House where SSC members are recruited, meetings schedules are distributed, parents meet teachers and staff, etc. Our parent liaison provides follow up to those who were not in attendance to answer questions. Through CTMs regular communication with parents/families, reminders of meetings and pertinent information are provided. Parents also meet with CTM and student quarterly for progress checks. Information is provided then regarding Title 1 programs as well.*)
  
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(*Parents also meet with CTM and student quarterly for progress checks. Information is provided then regarding Title 1 programs as well.*)

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - Consistent communication to student through daily contract
  - Parent can receive copies of contract upon request
  - Consistent, daily communication - via phone, text, email - with parents around student progress or lack thereof
  - Each quarter begins requiring all parent/families and student to meet to discuss Individual Student Success Plan, report card, behaviors, parent concerns, etc.

## **School-Parent Compact**

*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.

### **Building Parent Capacity for Involvement**

*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
  - Parent meets with CTM and student quarterly (Fall, Winter & Spring) to review and agree upon Student's Individual Success Plan which includes a review of previous year's assessments (ie: CST, CAHSEE if applicable). Student's transcript, report card, contracts and other relevant materials are reviewed and a plan is put into place to accelerate the student's growth areas and to engage his/her strength.
  - Parent, CTM, Principal and student are equally empowered to call a "Staff Meeting" to discuss areas of concern with the entire school staff in a restorative format where the Student's Individual Success Plan can be revised. The group gains consensus on how best to support the growth and success of the child.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 

*(Through the Street Academy Express Yo 'Self after school program parent liaison, and OUSD Alternative Education Department, and Education Guidance Counseling, family literacy classes are provided to the parent community on a variety of topics including: 1. Teacher presentations on how to support your child in Math; 2. Parenting classes; 3. Gang Awareness Training; 4. Transcript Analysis and A-G requirements; 5. Navigating the College Application Process)*

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *(Through the Street Academy monthly parent meetings, Express Yo 'Self after school program parent liaison, and OUSD Alternative Education Department, and Education Guidance Counseling, family literacy classes are provided to the parent community on a variety of topics including: 1. Teacher presentations on*

*how to support your child in Math; 2. Parenting classes; 3. Gang Awareness Training; 4. Transcript Analysis and A-G requirements; 5. Navigating the College Application Process 6. The Value of Volunteering)*

- **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.***(Through the Street Academy monthly parent meetings, Express Yo 'Self after school program parent liaison, and OUSD Alternative Education Department, and TRIO/Talent Search through UC Berkeley, family literacy workshops are provided to the parent community on a variety of topics including: 1. Teacher presentations on how to support your child in Math; 2. Parenting classes; 3. Gang Awareness Training; 4. Transcript Analysis and A-G requirements; 5. Navigating the College Application Process 6. The Value of Volunteering. In the Value of Volunteering workshop provides data to parents around the impact parent involvement has on a child's success in school and goes into detail around how a parent can work off his/her 10 required volunteer hours. Parents can be trained as Restorative Justice Circle Keepers who can support in holding parent circles, mediation circles, celebration circles, intervention circles, etc. A parent can be a CTM parent, tutor, teacher's apprentice for those who may be interested in pursuing a teaching career through our developing Teacher Academy, provide yard duty supervision in the mornings, during lunch and/after school as well as be a community representative working to improve our relationship and presence in the neighborhood.)*

**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.** *(Parents of Title 1 students are invited at the beginning of each school year to Back to School Night where SSC members are recruited, meetings schedules are distributed, parents meet teachers and staff, etc. Our parent liaison provides follow up to those who were not in attendance to answer questions. Through CTMs regular communication with parents/families, reminders of meetings and pertinent information are provided. Parents also meet with CTM and student quarterly for progress checks. Information is provided then regarding Title 1 programs as well. The language most commonly translated at our school is Spanish. The Spanish teacher provides translation for flyers and meetings utilizing the technology available through the district's Angel Ho when available)*

- **Provides support, during regularly meetings, for parental activities requested by Title I Program parents.** *(Translation is provided most commonly in Spanish at all meetings. Childcare is provided by students so parents may fully engage in meetings. Refreshments are provided when finances are available. We rely on our Street Academy graduates to provide translation to our growing population of Burmese families)*

### **Accessibility**

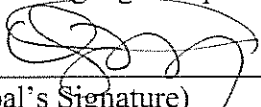
- **Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.** *(Translation is provided most commonly in Spanish at all meetings.)*

### **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 STREET ACADEMY's School Site Council on 04/05/14) and will be in effect for the 2014-15 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 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)

\_\_04/05/14\_\_  
(Date)

## STREET ACADEMY School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to school and class on time, ready to learn and with assignments completed.
- Use daily tutorial /study hall time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family and seek peaceful ways to resolve conflicts.
- Ask for help when I need it.

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Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and dress code.
- Monitor my child's progress in school by staying in communication with CTM, participating fully in quarterly meetings and staff meetings when necessary.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 10 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families and seek peaceful ways to resolve conflicts.

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Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction in a supportive and restorative environment.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn and become social justice advocates.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families and seek peaceful ways to resolve conflict.

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Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.