

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Street Academy.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Street Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Street Academy
CDS Code: 1612590130179
Principal: Gina Hill
Date of this revision: 6/10/2016

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Street Academy

Site Number: 313

- | | |
|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> LCFF Supplemental Grant |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant |
| | <input checked="" type="checkbox"/> 21st Century |

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

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

Date(s) plan was approved: 5/25/2016

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

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|--|---|---|

Signatures:

<u>Gina Hill</u> Print name of School Principal	 Signature	<u>5/25/2016</u> Date
<u>Ken Ponten</u> Print name of SSC Chairperson	 Signature	<u>5-25-16</u> Date
<u>Lucia Moritz</u> Print name of Network Superintendent	 Signature	<u>5/27/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	 Signature	<u>5-31-16</u> Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site: Street Academy

Site Number: 313

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/19/2016	ILT attending Measure N Design Team	ILT collaboration with Design Team to inform SPSA
3/30/2016	Student leadership (ZAC engagement circle)	All CTM led talking circles to gather feedback to inform SPSA and Measure N Design Team
4/27/2016	Staff community partner circle	All teachers and support providers jigsawed plan to provide feedback to Measure N team to improve SPSA
5/9/2016	SAF Board/Measure N Committee	Measure N Committee presented to Street Academy Foundation Board to vet and provide feedback on SPSA
5/25/2016	SSC/Measure N Committee	Measure N Committee presented to SSC and families to provide feedback on plan and to approve SPSA

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$0.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$0.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$16,081.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$412.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$122,755.00	TBD
TOTAL:	\$139,248.00	\$0.00

ABOUT THIS SCHOOL

School Description

Founded in 1973, the Oakland Emiliano Zapata Street Academy's (OEZSA) vision is to provide students a small, safe school with a social justice focused, college preparatory education. Youth placed at high risk due to a variety of social determinants, can work hard for a "second chance" to earn a diploma. Curriculum is designed to challenge, engage, and prepare our youth to graduate ready for college, career or job. All students participate in our core day and after school program. Class schedules are tailored to the individual needs of the student to address those needing credit recovery, enrichment and/or extracurricular activities such as fine or physical arts.

Street Academy teachers ascribe to the philosophy of what Enrique Trueba refers to as "pedagogical optimism." This is the belief that, through education, we can make the world a better place. All students are required to participate in service learning, and all are enrolled in A-G required classes which includes our A-G approved ethnic studies courses. We are the Street Academy because education happens inside and outside of the classroom.

Students develop empathy through participation in restorative justice talking circles as well as learning to challenge viewpoints respectfully as participants in debate and other structured academic discussions. Students learn by doing. Presentation skills are refined as all students are expected to complete Political Action Units by participating in community organizing. Once a senior, all must complete a rigorous English 4 Senior Action Research Project.

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

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

School Mission and 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 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.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	50.5%	49.5%	79.0%	15.3%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	94.0%	17.1%	13.0%	24.0%
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	58.6%	0.9%	7.2%	25.2%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	0.9%	3.6%	2.7%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Students have an awareness of what they need and why they enroll in Street Academy. They request and complete credit recovery options including summer school, concurrent enrollment, APEX and a fifth year of school.	1) Students enroll at Street Academy with credit deficiencies and are often not able to catch up at the expected pace. 2) We have experienced a higher degree of student attrition to continuation schools that do not offer college preparatory courses	1) Students do not have an adequate understanding of the academic and time requirements to earn the diploma. Many students who are motivated to participate in credit recovery opportunities, such as APEX, they lack the skills in reading to complete such courses. Students also lack adequate basic skills to take advantage of both the credit-recovery and college-preparatory requirements, and need well-trained CTM's to guide their individualize academic experience. This requires structured and consistent professional learning that teaches best practices for academic acceleration. 2) Student attrition is due to a number of factors, including the stigma associated with not earning a diploma "on time" (our unique structure means that some students success plans include agreeing to a fifth year, which is not reflected in our official completion rates). There are also misconceptions about the work required in order to accomplish a diploma. This is due in large part to a majority-new teaching staff and the resulting impact on the Counselor-Teacher-Mentor model, requiring new training for all the teachers. Teacher turnover (and thereby CTM turnover) interrupts the professional learning cycle as well as the cycle of relationship building required to retain and re-engage our challenged youth in school. There is a deep level of commitment required of each CTM and each staff member, that has to be rebuilt over and over again as new staff enter the school.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
<p>Students have identified a desire to earn a diploma and go to college despite the fact many enrollees have fallen behind on credits</p>	<p>Although students are enrolling in 2-year colleges, there is a significant dip in admissions to 4-year colleges and universities. Many students who are accepted do not enroll, and anecdotal information suggests that many who do enroll do not complete the degree. Our students are less informed and prepared than in the past.</p>	<p>- Street Academy's vision is to provide a space for youth who have gotten off track to get on track and get a diploma. The college going culture which previously existed at Street Academy has deteriorated as a result loss of access to consistent college counseling from EGC/TRIO due to budget cuts, teacher turnover, recent change in leadership and ineffective response to students enrolling not only in need of credit recovery but skill "recovery" too. Our survey of adults, youth and focus groups with teachers, staff and families revealed that 95% of students express that they want to go to college however, only about 10-15% have been on a college campus and even less realize what the application process entails. All of this has intensified the need for more support with college literacy for youth and families, negotiating the UC & CSU applications maze, understanding FAFSA and college literacy for students and families, etc. At the Street Academy we realize that in order to fulfill our vision and mission, we are called upon to provide a full service community schools model which balances sensitivity for the diverse populations we serve with strict clarity of focus in defining the level of partnership required through our orientation process.</p>

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
<p>Street Academy works hard at building, strengthening and deepening youth-to-adult relationships. Students report frequently that they have a positive relationship with 1 or more adults on campus. They self report and parents agree that they are attending much more regularly than at previous school. Students willingly participate in Transformative Life Skills (mindfulness) and Restorative Justice reducing suspensions.</p>	<p>Apathy and behavior issues interrupts learning resulting in low performance as 1) Students regularly come to school hungry, tired, and malnourished; 2) Many students choose to self-medicate with marijuana; and 3) Parent participation has diminished over the years.</p>	<p>1) Arriving to school hungry and malnourished is caused by the fact that over 90% of our youth are dealing with the traumatic effects of poverty, including food insecurity. This is compounded by the fact that the food served at our site is of the lowest quality in the district and our kitchen and dining capacities are severely limited. Students have voiced a strong dissatisfaction with breakfast/lunch choices at Street Academy and over 70% of students choose to eat from the corner store before or after school. 2) Peer pressure, easy availability, and misinformation regarding current marijuana legalization laws in Oakland all contribute to daily marijuana use among many students. Although we are referring our students with substance issues to our TUPE counselor, he is only on site once a week. This limited and sporadic intervention fails to engage families in a consistent or holistic way. 3) Veteran teachers with longstanding systems for family and community participation have retired, while other more immediate challenges consume the time and energy of new teachers to do this work.</p>

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
<p>All students are enrolled in A-G core classes with an increasing percentage earning full credit each term. They are fully engaged when curriculum is social justice focused and culturally relevant; and when it is active and experiential. Students demonstrate higher order thinking through presentation, debate, and academic discussion.</p>	<p>According to SRI data few students are reading on grade level and according to Khan Academy, a majority of students are one subject behind in mathematics. Student gains in earning full credit are smaller than expected.</p>	<p>Our school provides entry diagnostic testing in Algebra and requires a writing sample for each student but isn't prescriptive with the results. For example, if a student demonstrates a need for math intervention, there is not structured Math Bootcamp for new enrollees so the gaps in their education begin to be filled. We believe this unique support lies in building strong professional learning and coaching structures that bring new CTM up to speed while returning teachers continue to grow as enrollment increases along with the demands of our work....Our school is currently implementing the use of Khan Academy throughout Math & Science for individualized Math acceleration. The Humanities team is implementing the use of Achieve 3000 for individualized reading acceleration. We are only in our first year of implementation and have engaged in only a few cycles of data analysis in our professional learning cycle. While we have a professional development plan for learning to use these new technologies to their fullest capacity and aligning them with our curriculum, the root cause of not engaging in this work is a lack of faculty time and funding.</p>

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Continued implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extra-curricular activities. (Related to LCAP Goal 1: Graduates are college and career ready.)
- Devote time for professional development for all instructional staff; specifically focusing engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities. (Related to LCAP Goal 3: Students are reading at or above grade level.)
- Work with OUSD to acquire funds to support Educationally Related Mental Health Supports (Related to LCAP Goal 5: Students are engaged in school everyday.)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increase the number of students earning full credit by 5% each term through application of the 2-Week Accountability Cycles and frequent celebration of student success.	5: Students are engaged in school everyday.	Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.
Post-Secondary Readiness:	Increase number of graduates enrolling in colleges and universities by hiring a college counselor / internship coordinator to re-build college going culture and partner with CBO's to provide all students with work based / service learning opportunities.	1: Graduates are college and career ready.	* Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.
Climate and Culture:	1) Implement the design plan, in partnership with OUSD Nutrition Services and current CBO's, to build our on campus Urban Food Forest and kickstart a healthy eating campaign through our Growing Justice gardening class. 2) Hire/Maintain current Restorative Justice Coordinator to lead and train adults students and families in RJ principles for a more transformative culture and climate. 3) Hire/Maintain Niroga Yoga partnership to provide in class TLS (dynamic mindfulness) to students and families.	6: Parents and families are engaged in school activities.	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Rigorous Academics:	Increase student retention, teacher retention and college enrollment rates by providing professional learning/coaching for teachers to implement Blended Learning and Project-Based Learning to increase literacy and Math achievement.	2: Students are proficient in state academic standards.	Continued implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extra-curricular activities.

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	A-G Completion	All Students	- All students will increase the number of credits earned each term	-35% will earn full credit Fall Term; -40% will earn full credit Winter Term; - 45% will earn full credit Spring Term	5: Students are engaged in school everyday.	Number of Students Enrolling in Four-Year Colleges
Post-Secondary Readiness:	Culture/Climate: Student	All Students	All 12th Grade students participate in WBL / Internship opportunities for 1 Trimester; Some 11th, 10th & 9th graders participated in WBL/Internship Opportunities for at least 1 Trimester	All students will engage in some WBL/Internship opportunity	1: Graduates are college and career ready.	Percent of Students Leaving
Climate and Culture:	Social Emotional Learning	All Students	- 100% of students report being dissatisfied with OUSD lunches - Part time RJ Coordinator hired - 90% of Teachers are practicing TLS daily in the classroom	- 70% of students will report being dissatisfied with OUSD lunches - Full Time Rj Coordinator will be hired - 100% of teachers practicing TLS daily in the classroom	6: Parents and families are engaged in school activities.	Percent of Students Leaving
Rigorous Academics:	Culture/Climate: Staff	All Students	-All students will increase Lexile Levels by 1 grade by end of school year. - We will see 5% gains in mastery of Khan Academy missions each week	All students will increase Lexile Levels by 1 grade by end of school year. We will see 5% gains in mastery on Khan Academy missions each week	2: Students are proficient in state academic standards.	SRI

School Theory of Action

Linked Learning will allow our small school to strengthen its existing path into community organizing and development. If we balance our deeply-rooted strategies for student-centered, culturally and politically relevant, and experiential learning with professional learning foci on Social Emotional Learning, data driven math and ELA acceleration strategies, we will create capable, critical, and engaged students. This will increase student retention, college admission, and college success and will strengthen our school's tradition of creating change-makers in public service, community organizing, arts, and education.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<p>Instructional Improvement Strategy:</p>	<p>1) In year 1, teachers will focus on literacy across content areas via multiple forms of learning to increase engagement. 2) In year 1, through application of blended learning and PBL strategies, teachers will engage in cycles of inquiry based on data collected from Khan Academy in Mathematics, Achieve 3000 in Humanities and biweekly progress reports to inform 2 Week Accountability Cycles of Tutoring. 3) Years 2 & 3 will build on year 1 work to engage students in producing year end project exhibitions focused on relevant social justice issues.</p>	<p>Students will increase reading level by a minimum of one grade per year as measured on SRI and will develop mastery of grade level math as measured on Khan academy.</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>
<p>Culture & Climate Improvement Strategy:</p>	<p>1) In year 1 we will immediately mobilize students, families and staff to collaborate with Oakland Unified School District Nutrition Services to provide higher quality food options for our high school aged youth. 2) We are entering year 2 of building our collective knowledge of restorative practices by maintaining Restorative Justice Coordinator position; expanding scope of Circle Keepers elective course by increasing number of participants and integrating parents/families. 3) In year 2/3 we will establish all adults/ all students/all family member RJ circles for Community building, Repair and Re-entry Restorative Justice Practices. 4) In year 2/3 we will integrate transformative experiences through the use of diverse healing modalities that include TLS, somatics and other trauma informed practices.</p>	<p>Provide Transformative Life Skills, and Restorative Justice for all students.,</p>	<p>Personalized Student Support</p>	<p>Equity/Access/Achievement</p>

<p>Pathway Development/ Implementation Strategy:</p>	<p>Re-establish college going culture at Street Academy by hiring a college and career counselor/ internship coordinator to collaborate with BAYPeace to provide all students access to critical engagement and problem solving opportunities through real-world materials in our Social Justice Careers class and/or structured internships/work based learning structure called "Workforce Wednesdays". We will also fund a teacher to develop global intership patnerships for students to engage in transformative international travel opportunities</p>	<p>Hire a college counselor / internship coordinator to increase student engagement in career and college readiness,</p>	<p>Personalized Student Support</p>	<p>Work-Based Learning</p>
<p>New or Emerging Design Feature #1:</p>	<p>Our long time partnership with BAY Peace will expand to increase student access to careers exploration, the development of job readiness skills and will strengthen our internships/service learning model through the creation of "Workforce Wednesdays."</p>	<p>Hire a college counselor / internship coordinator to increase student engagement in career and college readiness,</p>	<p>Career Technical Education</p>	<p>Work-Based Learning</p>
<p>New or Emerging Design Feature #2:</p>	<p>Teachers will engage in professional learning and cycles of inquiry around implementation of Blended Learning strategies utilizing Achieve 3000 and Khan Academy online learning tools.</p>	<p>Increase student engagement and love of reading while increasing Lexile Levels by 1 grade level per student, per year</p>	<p>Program of Study & Master Scheduling</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p>New or Emerging Design Feature #3:</p>	<p>In an effort to re-engage marginalized youth in school, teachers will receive training and coaching in Project Based Learning strategies to create a learning environment for young people that no longer compartmentalizes skills but rather makes skill building relevant through immediate application to relevant projects that feel important to students.</p>	<p>Hire a college counselor / internship coordinator to increase student engagement in career and college readiness,</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>

<p>Established Signature Element #1:</p>	<p>CTM (Counselor, Teacher, Mentor) / "advisory" applies core tenets of Restorative Justice and SEL to foster strong relationships between youth, adults, and families, providing academic and emotional support while holding students accountable and maintaining consistent communication with families around co-constructing student success / progress. Additionally, CTMs identify and implement acceleration strategies for GATE students and supports for Foster and Homeless youth.</p>	<p>Students will earn full credit in all courses.</p>	<p>Personalized Student Support</p>	<p>Equity/Access/Achievement</p>
<p>Established Signature Element #2:</p>	<p>Year Round, 2 Week Accountability Cycles provide consistent communication to students and families about academic progress and is a data driven tool to place students in structured, individualized tutoring/intervention to accelerate basic skills and increase student access to A-G curriculum.</p>	<p>Students will earn full credit in all courses.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Program of Study & Master Scheduling</p>
<p>Established Signature Element #3:</p>	<p>Our in class Transformative Life Skills or "dynamic mindfulness" is integrated throughout the school to support student development of self awareness, self management and social awareness</p>	<p>Provide access to Transformative Life Skills for all students.</p>	<p>Personalized Student Support</p>	<p>Work-Based Learning</p>


SCHOOLWIDE KEY PRACTICES

Teaching Practices:

- Professional Development for teachers on engaging student in Common Core & NGSS instructional activities that develop on demand critical thinking skill and Project Based Learning
- Increased opportunities for Collaboration time among teachers
- Professional Development for Achieve 3000 implementation throughout Humanities
- Professional development and teacher collaboration time for Khan Academy throughout Math & Science
- Professional Development for implementation of global education curriculum and development
- Contract with BAYPeace to provide Social Justice Careers class and work based learning opportunities
- Hire a STIP Sub
- Continue with 2 Week Accountability Mandatory Tutorial Cycle

- Contract with Youth Speaks to provide teacher-in-residence in Language Arts classes

Leadership and Organizational Practices:

- Contract with Niroga yoga to continue and deepen school wide practice of TLS (dynamic mindfulness)
 - Hire a Fulltime Restorative Justice Coordinator
 - Hire College and Career / Internship Coordinator
 - Stipend a teacher to develop Global Education curriculum for World History and establish global internship partners
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Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$122,755.00	21st Century	Contract with BACR - Bay Area Community Resources to provide credit recovery, structured tutorial and homework help, culinary arts; visual and performing arts; physical arts opportunities through sports & family literacy /engagement events	In an effort to re-engage marginalized youth in school, teachers will receive training and coaching in Project Based Learning strategies to create a learning environment for young people that no longer compartmentalizes skills but rather makes skill building relevant through immediate application to relevant projects that feel important to students.	A1.6: After School Programs	5825	n/a	n/a	n/a	313-1	313
\$96,050.00	Measure N Parcel Tax	Hire a full time RJ Coordinator \$40K; Hire a Full Time Internships/College & Careers Coordinator \$40K Partner with BAY Peace to provide Social Justice Careers Class \$6K; Hire Consultant to lead, plan and evaluate targeted professional learning and Coaching in PBL \$10,050K	Re-establish college going culture at Street Academy by hiring a college and career counselor/ internship coordinator to collaborate with BAYPeace to provide all students access to critical engagement and problem solving opportunities through real-world materials in our Social Justice Careers class and/or structured internships/work based learning structure called "Workforce Wednesdays". We will also fund a teacher to develop global internship partnerships for students to engage in transformative international travel opportunities	A2.5: Teacher Professional Development for CCSS & NGSS	5825	n/a	n/a	n/a	313-2	313
\$16,081.00	Title I Basic	Achieve 3000 licenses and for teachers to receive professional learning & coaching in blended learning for literacy enhancement \$2k - Niroga Yoga in-class TLS; Youth Speaks Teacher in Residence & SLAM Club; Professional Learning in PBL for teachers;	Teachers will engage in professional learning and cycles of inquiry around implementation of Blended Learning strategies utilizing Achieve 3000 and Khan Academy online learning tools.	A2.1: Implementation of CCSS & NGSS	5825	n/a	n/a	n/a	313-3	313
\$412.00	Title I Parent Participation	Meeting refreshments for SSC & Restorative family meetings	CTM (Counselor, Teacher, Mentor) / "advisory" applies core tenets of Restorative Justice and SEL to foster strong relationships between youth, adults, and families, providing academic and emotional support while holding students accountable and maintaining consistent communication with families around co-constructing student success / progress.	A6.1: Parent / Guardian Leadership Development	5825	n/a	n/a	n/a	313-4	313

OEZSA ZAPATISTA SOCIAL JUSTICE AGREEMENTS

I fully commit to Street Academy in the following ways:

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

Print OEZSA Zapatista's Name

OEZSA Zapatista's Signature

Date

OEZSA CTMS & STAFF SOCIAL JUSTICE AGREEMENTS

I fully commit to OEZSA in the following ways:

1. I will be present and on time daily. This means being at my post to actively supervise transitions in mornings, afternoons, etc. I will be ready to work before the first and/or dismissal bell rings, during transitions, returning from breaks, lunch, etc. I will remain at OEZSA everyday to be present to support the after school program when necessary, and to constructively engage in staff meetings, professional development, RJ circles, SST's, parent meetings, IEP meetings etc.
2. I will commit to not letting failure be an option for each Zapatista. I will expect each Zapatista to reach a minimum of 80% or higher in all classes. I am committed to results (both academic and personal).
3. I will always teach and serve the community in the best way I know how, and I will do whatever it takes for every single Zapatista to learn. This means building relationships between adult and child so that we minimize out of class time thus supporting each Zapatista in making the goal of no suspensions and no out of class referrals to the CTM or Principal for the entire school year.
4. I will value the families and the cultural backgrounds of our Zapatista's families and will utilize these assets in our classrooms and school community.
5. I will use regular data analysis to plan and execute rigorous lessons and to evaluate our Zapatista's progress academically, behaviorally, socially and emotionally. This will help prepare our Zapatistas for success in college and in life after high school. I will reflect, collaborate and plan transparently with colleagues on a regular basis. I am committed to my own professional growth and constant learning. I will get feedback regularly and seek out professional development opportunities.
6. I will hold *all* of OEZSA's Zapatistas, parents/families, fellow staff & Community Supporters, and selves to high expectations.
7. I will make myself available to our Zapatista's, parents/guardians/families, and fellow staff supporters via phone, email, or in person with consistent and timely communication, within 24-48 hrs of a family calling. I will regularly provide parents/guardians/families with updates on their children's progress via Daily Contract coupled with daily communication, school wide monitoring, progress reports, and report cards.
8. I will respect the rights and interests of everyone at OEZSA regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
9. I will always act in a professional manner when speaking with all people in our school community: fellow colleagues, parents/guardians/families, and Zapatistas.
10. I will strive to be the best staff advocate that I can be by modeling excellence and taking no shortcuts in preparing our Zapatistas for success in high school, college, and career and in life.
11. I will work tirelessly to ensure the safety of all Scholars for Change under our supervision and care.
12. I am responsible for my own behavior. If I make a mistake, I will take responsibility, by telling the truth, and fixing the behavior.
13. I will advocate tirelessly for equitable outcomes for all of our Zapatistas on a local, state, national and global level.
14. I will understand and personify the OEZSA Core Values/Principles, embody the 7 Core Assumptions, model the expected behaviors and uphold the Social Justice Agreements.

Print OEZSA CTM's Name

OEZSA CTM's Signature

Date

OEZSA PARENTS/FAMILIES SOCIAL JUSTICE AGREEMENTS

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

1. We will make sure our child arrives at OEZSA everyday no later than 8:25am (Monday – Friday).
2. We will make arrangements so our child can remain at OEZSA up to and beyond dismissal in order to do whatever it takes to ensure your Zapatista's success.
3. We will expect our child to earn a minimum 80% and a 3.0 GPA in all classes.
4. We will make arrangements for our child to come to OEZSA on appropriate Saturdays.
5. We understand that OEZSA is run by its own community nonprofit and that it depends upon the community's involvement to continue its existence. We will volunteer at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, school events, office/classroom support, donations, clerical support, etc).
6. If our child needs to stay for OEZSA Reconciliation hours (ie: Non Social Lunch or Friday Night Blues) more than 5 times consecutively, I will attend a CTM meeting and/or Staff Meeting Circle to design goals to support my child's success.
7. We give permission for our child to participate in supplemental instruction as needed (for example, field trips, Weekend Wake Up, Before/After school program and Saturday Academy).
8. We will partner with CTM, Staff Support and Community Support of OEZSA to help our child excel in school, both academically and behaviorally.
9. We will insure our child completes homework every night. We will make sure homework is of the best quality. We will ask for regular updates regarding our child's progress or lack thereof
10. We will always make ourselves available to our children and the school and respectfully address any concerns that arise concerning our child. We will meet regularly with CTM and or appropriate Staff/Community Support to discuss our child's progress.
11. If our child is going to be tardy or be absent from school will call the office the morning of the tardy or absence.
12. We will support our child in his or her commitment to excellence and understand that the following means no participation in graduation ceremony, graduation related activities and possibly additional time beyond the average 4 years of high school to earn a diploma - a below 2.0 GPA; more than 5 referrals / year; more than 1 suspension / year; failure to pass the California High School Exit Exam; failure to earn 230 credits within required areas of study
13. We will make sure our child follows the OEZSA dress code.
14. We understand that our child needs to respect the rights and interests of everyone at OEZSA regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
15. We will always act in a professional manner when speaking with all people in our school community: OEZSA CTMs, Staff Support, Community Support, Zapatistas, fellow parents / family members, etc are all worthy of respect at all times. We should be united in our pursuit of academic excellence, respectful and responsible in our actions and our words. (i.e. use of profanity, shouting, threatening or demeaning language of any kind is never appropriate).
16. We will help our child prepare for college and life after high school by supporting him/her and encouraging him/her to adhere to the Social Justice agreements.
17. We are responsible for our own behavior, as well as our child's. If a mistake is made we will take responsibility and I will OWN it, by telling the truth, and fixing the behavior.

Print OEZSA Zapatista's Name

Parent/Guardian Name

OEZSA Parent/Guardian Signature

Date

Title I School Parental Involvement Policy 2015-2016

Oakland Emiliano Zapata Street Academy has developed a written Title I parental involvement policy with input from Title I parents who attend a mandatory orientation meeting upon enrollment and meet 3 times per year with CTM and attend parent meeting/events. It has distributed the policy to parents of Title I students. All parents received Parental Involvement Policy at mandatory orientation. The policy describes 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:

- Inform parents of their schools participation in the Title I Program.
- Explain the requirements of the Title 1 Program.
- 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.
- The parents' right to participate in the development of the District's Title 1 Plan.

Parents attend monthly SSC meetings, Measure N Design Team Meetings, Restorative Justice Families' Circles and events as well as participate in outreach survey/focus groups created/facilitated by our family engagement committee. Parents are able to gather feedback and vote on issues impacting the academic and social environment at the school. Families are asked to contribute 10 hours of volunteer service each school year.

Offer a flexible number of meetings for parents.

CTM Meetings are scheduled on an individual basis and the SSC meets every third Tuesdays of each Month followed by Measure N Design Team Meetings

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 our "Back To School" Social Justice Fair where elections for SSC members are held and introductions to teachers, support staff and community partners happen. Parents also receive information about their children's academic expectations and are regularly communicated with via the Counselor Teacher Mentor. The CTM communicates around issues and other important information by phone, email, postings to website and outreach facilitated by our family engagement committee.

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 our "Back To School" Social Justice Fair where elections for SSC members are held and

introductions to teachers, support staff and community partners happen. Our family liaison provides follow up to those who may not have attended. Through CTM, 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 regarding Title 1 programs is also provided in these frequent communications. Parents/Families receive academic progress reports every two weeks as a part of the school's Academic Accountability Cycle.

Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

Parents attend mandatory orientation prior to enrollment, meet with CTM and student quarterly for progress checks and attend Family Circles which sometimes revolve around academic content such as how to access AERIES parent portal, Common Core and Next Generation Science Standards, College 101, SRI & Lexile Levels etc. Information regarding Title 1 programs is also provided in these frequent communications.

Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Parents attend mandatory orientation prior to enrollment, meet with CTM and student quarterly for progress checks and attend events planned by our Family Liaison. Information regarding Title 1 programs is also provided in these frequent communications. There is also daily communication to student and parent through daily contract that all students have. CTM contact daily regarding student attendance, academic and behavioral progress

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 Common Core and Next Generation Science Standards. (see Attached Social Justice Agreements)

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.

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- How to monitor their child's progress

- **Parent meets with CTM and student at the beginning of Fall, Winter & Spring Terms to review and agree upon student's Success Plan which includes a review of the previous year's assessments. Student's transcript, report card, contracts and other relevant evidence of student strengths and areas of needed growth are identified and a plan is created to accelerate progress and assure student is On track or has a plan to be On track to graduate.**

- **Parent, CTM, Principal and student are equally empowered to call a "Staff Circle" to discuss areas of concern with the entire school staff in a restorative format where the individual success plan can be revised**

Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

The family engagement committee in conjunction with our Street Dreams Afternoon Program, OUSD Alternative Education Department, East Bay CAN and other community partners support in facilitation of classes/workshops around the following: 1) parenting 2) cooking 3) Mindfulness or Transformative Life Skills 4) transcript analysis and A-G requirements 5) Navigating the FAFSA process & College applications

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

All families, students and community partners dialogue regularly using the restorative talking circle format

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

The family engagement committee in conjunction with our Street Dreams Afternoon Program, OUSD Alternative Education Department, East Bay CAN and other community partners support in facilitation of classes/workshops around the following: 1) parenting 2) cooking 3) stress reduction strategies 4) transcript analysis and A-G requirements 5) Navigating the FAFSA process & College applications. Parents can be trained as Restorative Justice circle keepers to provide conflict mediation, relationship repair, celebration and interventions. Parents also provide tutorial and supervision on an as needed basis.

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 our "Back to School" Social Justice Fair when SSC members are voted on, meeting schedules are distributed, staff, teachers, community partners, etc are introduced. All outreach is translated mostly in Spanish by OUSD, and/or our Spanish teacher and bilingual Afternoon Program Coordinator. We depend upon human translation for our small Burmese population as OUSD does not provide this language. We use technology whenever we can.

Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Translation is provided most commonly in Spanish at all meetings. Flyers are often bilingual and childcare is provided by our students and community partners.

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. Flyers are often bilingual and childcare is provided by our students and community partners. Our building is handicap accessible with access ramps at the front entrances. We also do home visits regularly.

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

"Back to School" Social Justice Fair – 9/8/15; Family Circle 9/15/15; SSC 10/20/15

This policy was adopted by the Street Academy School Site Council on 10/20/15 and will be in effect for the period of 2015/16 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before the first day of school and/or at the mandatory orientation. It will be made available to the local community on or before the annual "Back to School" Social Justice Fair. 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)

11/2/15

(date)



School Site Council Membership Roster – High School

School Name: Street Academy School Year: 2015/2016

Chairperson: <u>Dwayne Aikens</u>	Vice Chairperson: <u>Ken Porter</u>
Secretary: <u>Robert Young</u>	LCAP Parent Advisory Nominee:* <u>Richard Taylor</u>
LCAP EL Parent Advisory Nominee:*	LCAP Student Nominee:* <u>Emunti Herrera</u>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
<u>Ken Porter</u>				X	
<u>Dwayne Aikens</u>				X	
<u>Richard Taylor</u>				X	
<u>Marisol Nuno</u>		X			
<u>Aja Minor</u>		X			
<u>Robert Young</u>			X		
<u>Ray Carbaugh</u>		X			
<u>Jeremy Cavagnolo</u>		X			
<u>Emunti Herrera</u>					X
<u>Ashanti Herrera</u>					X
<u>Elajah Brown</u>					X
<u>Gina Hill</u>	X				

Meeting Schedule (day/month/time) 3rd Tuesdays 5pm-6pm

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff
Or
3-Parent /Community
3 High School Students

*Please submit members' and nominees' contact information to raquel.jimenez@ousd.org

Revised 9/2/2015