May, 14, 2008

LEGISLATIVE FILE	
File ID No.	08-0931
Introduction Date	5-14-08
Enactment No.	_____
Enactment Date	_____

To: Vincent Matthews, State Administrator/Trustee
Board of Education

From: Mary Buttler, Executive Officer, Instructional Services
Monica Vaughan, Coordinator, Alternative Education

Subject: Annual Evaluation of Alternative High School: Emiliano Zapata Street Academy

Action Requested:
Approval of the Annual Evaluation of Emiliano Zapata Street Alternative High School, per Education code 58510.

Background:
Per Education Code 58510 requires school district operating alternative schools and programs of choice to evaluate these schools and programs annually and to send a report of the evaluation to the State Superintendent of Public Instruction.

Discussion:
The annual evaluation of all alternative school programs of choice established by a local governing board pursuant to Education Code 58500 to 58512 should supply useful information to the governing board and to decision makers in the school district and the school concerned. The information should document how well the alternative school or program of choice is reaching the objectives which have been set for it.

Education Code Section 58510 also requires input into the annual evaluation from the three concerned populations: (1) teachers; (2) students; and (3) parents or guardians. Although the law does not specify a particular method of getting information from the three groups, surveys or questionnaires are commonly used to solicit observations and opinions.

Fiscal Impact:
None.

Recommendation:
The staff is recommending the approval of the Annual Evaluation Report of Emiliano Zapata Street Academy and further authorizing the submission to the State Superintendent.

Attachment:
- Evaluation Report of Emiliano Zapanta Street Academy

1. Introductory information

a.   **Name of school or program**

Emiliano Zapata Street Academy
Alternative High School
CDS: 01 - 61259 – 0130179

2006-07 enrollment: 123 students in grades 9-12

b.   **Address and other contact information**

417 29th St.
Oakland, CA 94609-3510
Phone (510) 879-3130
Fax (510) 879-3139
info@oaklandstreetacademy.org
www.oaklandstreetacademy.org

c.   **Name of school district**

Oakland Unified School District

d.   **Date of school or program inception**

1973

e.   **Evaluation period (school year)**

2006-07 school year

f.   **Name and title of evaluator with contact information**
Monica Vaughan
Coordinator, Alternative Education
4521 Webster Street
Oakland, CA 94609
Phone (510) 879-2140
Fax (510) 879-2146

g.   **Name of school principal or program director with contact information**

Principal   Patricia Williams-Myrick
Phone (510) 879-3130
Fax (510) 879-3139
patricia.williams-myrick@ousd.k12.ca.us

OUSD Alt Ed   Monica Vaughan
Program Director   Coordinator of Alternative Education (see above)

2. Executive Summary

SCHOOL PROFILE

Since 1973, the Oakland/ Emiliano Zapata Street Academy, 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. Street Academy exists to resist race, class, and other inequalities in our public schools, in our society, and in our world. Here students are not just another number but can come to school in an atmosphere where they are challenged, nurtured, and supported with tough love and real expectations.

Street Academy's goal is to provide students with a college preparatory education through an accelerated curriculum that is designed to support, nurture, and move them quickly toward receiving a diploma. All students are enrolled in A-G required courses while we utilize our Independent Study program to help students maximize their ability to earn extra credits as well as to enroll in support courses for credits and academic enrichment.

During the 2006-07 school year, Street Academy's enrollment was 123 students in grades 9-12: 70 female and 53 male. African-American and Latino students make up the largest groups (38% and 35% respectively), followed by Asian youth (14%), whites (6%), and Filipinos or Pacific Islanders (7%). Sixty-seven percent of Street Academy students participate in the USDA's free-and-reduced-price lunch program. Approximately one of every five Street Academy students (22%) are English Learners; Spanish is the first language of 90% of these students.

ACADEMIC PERFORMANCE GOALS AND OBJECTIVES

Street Academy was designated a Program Improvement (PI) school prior to the 2006-07 school year. Our School Site Council (SSC) focused its efforts during the school year on identifying and implementing strategies to improve student test scores and to eliminate our PI status.
In 2006-07, our specific outcome objectives for student academic achievement were as follows:

Goal 1) Adequate Yearly Progress
    1.1 CAHSEE participation rate: 95% of 10th graders will take the CAHSEE.
    1.2 At least 22.3% of will pass the ELA portion of the CAHSEE, and at least 20.9% of 10th graders will pass the Mathematics portion of the CAHSEE
    1.3 The school's Academic Performance Index will improve by at least one point compared to our 490 2006 API.
    1.4 Street Academy's graduation rate will be at least 82.9% in 2007.

Goal 2) English Language Arts
    2.1 Increase the number of students scoring Advanced or Proficient in ELA.
    2.2 Decrease the number of students scoring Below Basic or Far Below Basic in ELA.
    2.3 All graduating seniors will have passed the ELA portion of the CAHSEE.

Goal 3) Mathematics

3.1 Decrease the number of students scoring Below Basic or Far Below Basic in Math.
3.2 Increase the number of students scoring Advanced or Proficient in Math.
3.3 All graduating seniors will have passed the Math portion of the CAHSEE.
3.4 By spring quarter 2007, all 9th and 10th grade students will have completed Algebra 1.

Goal 4) Social Studies
  4.1 Street Academy students' scores on the CST World History test will improve compared to the prior year.
  4.2 11th grade scores in the CST U.S. history test will improved compared to the prior year.

Goal 5) Science
  5.1 The proportion of students scoring Proficient or Advanced on the CST in Science will increase.

RESULTS
During the 2006-07 school year, Street Academy achieved all of its objectives encompassed by Goal 1 above and thus achieved Adequate Yearly Progress—thus avoiding being placed in PI Year 2 and putting us on track for eliminating our PI status. It is notable that Street Academy outperformed Oakland Unified School District (OUSD) as a whole in 2006-07 in the areas of increasing Academic Performance Index (51-point improvement, compared to +7 for OUSD) and high school graduation rate (96.3 vs. 64.4), and unlike Street Academy, OUSD did not achieve AYP. Street also achieved its objectives under Goals 2 and 5. It did not, however, achieve our objectives vis-à-vis student performance in mathematics and social studies.

CONTRIBUTORS TO POSITIVE OUTCOMES
It appears that a number of the components of Street Academy's academic and overall program contributed to the academic performance gains students achieved, including:
- The school-day structure, with a half day of core academic work and a half day of Independent Study and opportunities for academic enrichment, tutoring, opportunities for credit recovery toward graduation, and mental health counseling.
- The Summer Institute Transition Program for incoming 9th graders.
- Use of enrichment classes with an acceleration rather than remediation approach— including an English enrichment course for students whose reading skills are assessed at below the 6th-grade level and English Learners and a year of extra support to accelerate students in Algebra
- The addition of a World Cultures course for 9th graders, in which students are taught note taking skills using Cornell note taking, how to do basic research using current events, learning basic test taking skills, as well as developing research writing skills.
- Use of Individual Learning Plans and Street Academy's "Counselor/Teacher/Mentor" (CTM) program which pairs each student with a teacher for ongoing planning, progress monitoring, and support.
- Use of test prep classes (particularly for CAHSEE), informed by aggregated and disaggregated student test data
- Use of mental health counseling on-site to address student issues that can interfere with their engagement in and performance in school.

IDENTIFIED OBSTACLES

Obstacles Street Academy faces in achieving our academic performance objectives and, more broadly, enabling all students to meet proficiency standards in core academic skills, include the following:

- The challenge of simultaneously accelerating low-performing, newly-enrolled students academically while enabling them to recover credits toward graduation.
- The fact that because it is a PI school, test preparation too often takes precedent, and the challenge of embedding the appropriate skill-building into the regular curriculum, rather than depending on test prep classes.
- Shortage of time and other resources for faculty collaboration to improve instruction.
- The highly transient nature of Street Academy's student population, making it difficult to provide the consistent, sustained support students need to make significant strides in their academic skills and performance.
- Street has been better able to address the complex and varied needs of our high-risk, generally low-income, minority, and diverse student body and their families than what students have experienced in "mainstream" schools. However, the school's chronic under-resourcing and under-staffing makes it difficult to support our students to the full extent needed.
- The growth of Street Academy's Spanish-speaking student population, coupled with our lack of bilingual staff for communication/outreach to their families.

STAKEHOLDER INPUT

As part of this program evaluation—and of the school's efforts to use stakeholder input and data to inform ongoing program improvements—Street Academy conducted surveys of students, parents, and teachers, as well as focus groups of students and parents in 2006-07. Significantly, in their overall rating of the school and on nearly every other question in the "Use Your Voice" survey, Street Academy students as an aggregate had more positive assessments of their school experience compared to high school students in general in Oakland Unified. This input from students speaks to their overall satisfaction with the education they are getting at Street Academy, which appears to reflect the school's personalized, supportive learning experience.

"Clean learning environment" was one particular area where there was widespread dissatisfaction among students, both among survey respondents and focus group participants. Based on student feedback about the lack of cleanliness on the school grounds and in the bathrooms in particular, the AltEd Coordinator pursued and was successful in getting increased janitorial service for the site, beginning in fall 2007.

Only a handful of parents responded to the "Use Your Voice" survey. However, in a focus group, parents expressed positive perceptions of the school's CTM approach; the teachers and school leadership; and the school's overall quality, and acknowledged noting improvement in their children's attendance, attitudes toward school, and grades since they enrolled at Street Academy. Focus group respondents also indicated a desire for more events at the school that showcase student work and celebrate their accomplishment; more opportunities for volunteering at the school; and parent meetings focusing on issues such as how to help their children study; college and scholarships; how to improve communication with their children; and how to recognize and deal with issues such as substance abuse and gangs. In response to parent concerns

about the school being considered a "failing school," Street Academy implemented a variety of parent volunteer activities at Street Academy during the 2006-07 school year, which it is continuing and expanding in the current school year.

As with student responses, teacher responses to the "Use Your Voice" survey were generally as positive or more positive compared to the responses of their colleagues district wide. Particular areas of concern reflected in Street Academy teachers' responses, however, include: not enough teacher collaboration to improve instruction; limited access for teachers to district-wide professional development opportunities (such as paid training the teacher provides for English teachers at other schools, related to our employees technically being employees of the school Foundation rather than OUSD[1]; and sub-optimal use of student data to inform decisions about teaching. Street Academy's Site Plan for the next three years details specific and comprehensive measures to address these concerns, which it has begun implementing in fall 2007.

RECOMMENDATIONS
Based on the findings of this evaluation and on stakeholder feedback, the evaluator makes the following recommendations to Street Academy's Principal to continue and build upon the school's positive academic performance outcomes:

- Increase efforts to identify incoming freshmen as early as possible and to ensure their participation in the Summer Institute Transition Program
- Utilize Individualized Success Plan and CTM approach to optimize each student's use of Independent Study hours to strengthen academic skills and advance toward graduation
- Seek to imbed test preparation into the core curriculum to maximize time for core skills instruction
- Develop a tracking system to be able to monitor the percentage of students who complete particular classes (e.g., Algebra 1).
- Utilize after school programming to expand academic support for students performing below proficient in core skill areas, through supplemental instruction, homework assistance, tutorial support, and writing and math workshops
- Implement Cyber High self-paced credit recovery program during Independent Study hours as well as after school program
- Support faculty professional development through teacher collaboration in the form of a professional learning community which meets regularly to strengthen instruction[2] and to promote consistent approaches among teachers to support individual students across subject areas.
- Facilitate faculty's participation in district-wide professional development opportunities.
- Utilize after school funding and programming to expand supportive services and enrichment activities for students, including mental health services, sports, arts, student leadership opportunities, and gang prevention programming, and student clubs.

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[1] There is an administrative way to enable street teachers to participate in the district's professional development opportunities along with their counterparts districtwide, but it requires a lot of paperwork and many people don't know the procedures involved.

[2] Via approaches such as: evaluating student work to assess and evaluate success; evaluating and improving lesson plans; designing cross-disciplinary lessons; developing culturally relevant pedagogy; differentiating instruction; observing colleagues and team teaching.

- Continue and expand outreach to parents/guardians to maintain ongoing communication regarding their children's performance, progress, and needs in school.
- Engage parents in workshops on understanding Street Academy's educational and testing program, family literacy workshops, and in volunteering in classrooms and other ways at Street Academy.

Street Academy will require additional support from the Oakland Unified School District and via grants/fundraising pursued by the Office of Alternative Education and the school site itself in the following areas:
- Collaboration with the Alternative Education Placement Specialist, OUSD Student Assignment Office, and individual OUSD middle schools to identify incoming 9th graders and sign them up for the summer transition program
- Funding for test prep materials that can be incorporated into the core curriculum
- Funding to support faculty collaboration and professional development
- Resources to sustain and expand availability of mental health services for Street Academy students—for example, through the Alt Ed Coordinator's work with the County to bring more MediCal EPSDT-funded services to the school
- Funding for bilingual office support/family outreach staff to support parent outreach/involvement efforts
- Outreach to parent support organizations and funding for parent meetings (for materials, food, childcare, etc.)

EVALUATION PROCESS
This evaluation has been undertaken by Monica Vaughan, OUSD Coordinator of Alternative Education, Monica Vaughan, with assistance from Street Academy's School Site Council and the Street Academy Foundation. The Site Council gathered the standardized test scores and other student data incorporated into this evaluation in conjunction with both its ongoing "Self-Study" process for WASC accreditation and as part of the program evaluation and planning for developing our school's Single Plan for Student Achievement 2007-10. Both the Site Council and Street Academy Foundation have engaged in discussions regarding the variables that have affected student academic achievement (both positively and negatively) and have provided valuable input into the recommendations presented in this report.

3. Annual evaluation design, with comments on how it was implemented

a. Statement of purpose

The Oakland Emiliano Zapata Street Academy, known simply as Street Academy, is a school that was born out of the Civil Rights Movement in 1973. It was a collaboration of the Bay Area Urban League and the Oakland Unified School District when it was led by Superintendent Marcus Foster. The result of this collaboration of community organizations with the OUSD is a school that aims to provide an alternative to the large high schools where low income youth of color too often drop out as a result of marginalization, the demands of poverty, and lack of attention due to large high schools' overcrowded classrooms.

Street Academy was one of the first small high schools in Oakland. This community-based school aims to provide a different approach to education, committed to a vision of culturally relevant education that prevents primarily youth of color from dropping out. As all of the other Street Academy schools that were created across the nation have closed, it is to Oakland Emiliano Zapata Street Academy's credit that it still exists. Street Academy 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 continues to recruit dedicated community members to serve on the board and who have the ability to use data to make the necessary adjustments to support students' academic achievement.

Students come to Street Academy for many reasons. 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. Others are referred by counselors, friends, or their family 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.

Students enter the Street Academy with academic deficiencies as a result of inconsistent schooling and a variety of other social determinants. Almost none are proficient in core academic skills (as measured by the California Standards Tests) and all are at high risk for dropping out of school and the resulting serious problems. Like OUSD's other Alternative Education schools, Street Academy was designed as a small school where at-risk students can have a "second chance" at succeeding. Here students are not just another number but can come to school in an atmosphere where they are challenged, nurtured, and supported with tough love and real expectations.

Street Academy's overall goals for students and guiding principles are as follows:

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.

Consistent with Street Academy's founding purpose, we believe that 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 inter-related and mutually dependent on each other for survival. Self-knowledge also makes the student aware the he/she is a part of a cultural and his/ historical reality which will continue to shape not only his/her 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 family, 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.

b. <u>Identification of the variables expected to facilitate student achievement</u>

Street Academy students are provided a college preparatory education through an accelerated curriculum that is designed to support, nurture, and move them quickly toward receiving a diploma. All students are enrolled in core academic A-G required courses for one half of the day. The other half of the day is organized as an Independent Study where students can enroll in enrichment classes at the school, have time to complete homework, receive tutoring or mental

health services (the latter provided by Seneca, made possible by grant funding), and can enroll in courses outside of the school to earn extra credits.

Street Academy is taking various measures to accelerate student learning. Because freshman coming to Street Academy are typically unprepared for the high school work load, it has implemented a "Summer Institute Transition Program" (SITP) where incoming freshmen learn basic math and English skills, organizational skills, social skills, community service development, and the rules of the school.

In addition, students new to Street Academy are tested using Holt, High Point, and our departmental math assessments for placement in accelerated courses. For example, students who have tested in reading levels of 6th grade and below must take an English enrichment course in conjunction with their college preparatory classes in English. This course of action has lead to acceleration instead of remediation of struggling readers and English Learners. The math department has added a year of algebra support in order to accelerate students in the area of Algebra. Mandatory tutoring has also been added for support.

Other important variables used to support Street Academy students' achievement are as follows:

Each student develops and follows an *Individualized Success Plan*. The student, parent/guardian, and teacher/CTM (see below) work together to create this personalized plan charting what educational goals the student needs to accomplish and an agreed-upon course for how the student will catch up on credits, boost GPA, improve attendance, or even identify and address areas of need concerning mental health issues or even substance abuse. Three times a year, the student, parent/guardian, and CTM meet to revisit and review the plan to monitor the student's progress, and modify the plan as appropriate. This strategy supports both the student's academic progress as well as his/her broader enrichment and preparation for an independent and successful life outside of school.

Another important approach used to support student achievement is Street Academy's *CTM* strategy—in which each student is assigned to a teacher who serves as a combination counselor, teacher, and mentor (CTM). The purpose of this strategy is for the student to develop a close relationship with the CTM—a positive experience many of our students have never had in a school setting. The student meets with his or her CTM five days a week to discuss how they're doing in school in relation to their educational goals, whether they need to take college courses, do community service, or other activities, and discuss other issues that arise. The CTM is also available during the Independent Study part of the day each afternoon to provide tutoring to students/mentees, individually or in small groups. This strategy contributes to a small, familial learning environment; promote communication between the school and parents/guardians; and support the use of Individualized Success Plans. Overall, CTM is essential to Street Academy's culture and the establishment of trust between students and teachers. Students are on a first name basis with their teachers and this creates a familial atmosphere that is unrivaled throughout the district. Students are very well supported through CTM relationships at Street Academy .

Ongoing staff collaboration is another variable that promotes student achievement at Street Academy. Staff members collaborate weekly to discuss the learning needs of individual students

and students and general, troubleshoot issues that arise and problem solve, in order that the school continually improves and all students are held to highest expectations. Teachers evaluate student work using rubrics to measure their progress and identify skill areas to target for attention. Moreover, weekly staff meetings where struggling students receive the opportunity to address that staff and be held accountable for behavior infractions allows for a more holistic approach to disciplining young people.

To prepare students for standardized testing, Street Academy teachers disaggregate the data from CAHSEE, STAR Math Assessment[3] (from Renaissance Learning), Holt, High Point, a departmental math assessment, CELDT, and CST to design test prep classes, which students take during the second part of the school day.

c. Intended and completed evaluation steps or procedures in chronological order, with the name of the person responsible and the completion date

Completed work plan and timeline for Street Academy Evaluation		
Task	Date completed	Person responsible
Focus groups of students and parents (part of WASC)	October 2006	School Site Council
"Use Your Voice" surveys of students, parents, teachers	March 2007	Principal Williams-Myrick
Gather student achievement data relevant to 2006-07 objectives	August 2007	Principal
Review of achievement data and discussions of factors that have contributed (positively/negatively) to results	August 2007	Principal; Street Academy Board of Directors; and Monica Vaughan, Alt Ed Coordinator
Discussion with evaluator regarding school performance and relevant factors	September 2007	Principal, Alt Ed Coordinator
Evaluation report drafted	September/ October 2007	Alt Ed Coordinator
Site Council and Foundation Board review draft and suggest revisions	November 2007	Principal
Final draft completed	November 2007	Alt Coordinator

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[3] This is the ASAM Math approved assessment.

d. Expected outcome(s)

Goal 1) Adequate Yearly Progress. Street Academy was designated a Title I Program Improvement School in 2006-07. As a PI school, its highest priority was (and remains) to eliminate its PI status. This requires making Adequate Yearly Progress (AYP) for two consecutive years. Thus, making AYP in 2006-07 was the school's overarching goal. This required meeting targets in all of the measures listed below.

    1.1 CAHSEE participation rate: 95% of 10th graders will take the CAHSEE.

    1.2 At least 22.3% of 10th graders will pass the ELA portion of the CAHSEE, and at least 20.9% of 10th graders will pass the Mathematics portion of the CAHSEE

    1.3 The school's Academic Performance Index will improve by at least one point compared to our 490 2006 API.

    1.4 Street Academy's graduation rate will be at least 82.9% in 2007.

Specific outcome objectives for student academic achievement in 2006-07 were as follows:

Goal 2) English Language Arts. From 2005 to 2006, there was a decrease in the number of Street Academy students scoring at either the Proficient or Advanced level on the English Language Arts California Standards Test. In 2006, there were no students in grades 10 or 11 scoring at the Advanced level. The majority of students remained in the Basic category or below.

    2.1 Increase the number of students scoring Advanced or Proficient in ELA.

    2.2 Decrease the number of students scoring Below Basic or Far Below Basic in ELA.

    2.3 All graduating seniors will have passed the ELA portion of the CAHSEE.

Goal 3) Mathematics. In 2006, the vast majority of students scored at the Below Basic or Far Below Basic level on the Mathematics California Standards Test.

    3.1 Decrease the number of students scoring Below Basic or Far Below Basic in Math.

    3.2 Increase the number of students scoring Advanced or Proficient in Math.

    3.3 All graduating seniors will have passed the Math portion of the CAHSEE.

    3.4 By spring quarter 2007, all 9th and 10th grade students will have completed Algebra 1.

Goal 4) Social Studies.

    4.1 Street Academy students' scores on the CST World History test will improve compared to the prior year.

    4.2 11th grade scores in the CST U.S. history test will improved compared to the prior year.

Goal 5) Science

    5.1 The proportion of students scoring Proficient or Advanced on the CST in Science will increase.

4. Evaluation outcomes

e. Comparative data from test(s) of basic skills.

Goal 1) Adequate Yearly Progress

1.1 CAHSEE participation rate: 95% of 10th graders will take the CAHSEE.

Achieved.

1.2 At least 22.3% of 10th graders will pass the ELA portion of the CAHSEE, and at least 20.9% of 10th graders will pass the Mathematics portion of the CAHSEE.

Achieved: 15 of 32 10th graders tested (47%) passed the ELA portion, and 16 of 32 10th graders tested (50%) passed the Math section.

1.3 Street Academy's Academic Performance Index will improve by at least one point compared to our 490 2006 API.

Achieved: Street Academy's API improved to 541 in 2007. (This was higher than its API target of 530 for 2007)

1.4 Street Academy's graduation rate will be at least 82.9% in 2007.

Achieved: Street Academy's graduation rate was 96.3, based on the NCES definition, as 26 students graduated from grade 12 and one student dropped out (of grade 10) in 2007.

As noted, making AYP in 2007 was Street Academy's overarching goal. It met all of the required targets and thus succeeded in making AYP.

Results for Street Academy's specific outcome objectives for student academic achievement in 2006-07 were as follows:

Goal 2) English Language Arts

2.1 Increase the number of students scoring Advanced or Proficient in ELA.

Street Academy California Standards Tests in English Language Arts—2006-07 Increasing Proportions of Students Scoring at Advanced or Proficient Levels						
	Grade 9		Grade 10		Grade 11	
	2006	2007	2006	2007	2006	2007
Advanced	5%	3%	2%	8%	0%	3%
Proficient	7%	16%	5%	3%	4%	6%
Total	**12%**	**19%**	**7%**	**11%**	**4%**	**9%**

Achieved at all three grade levels. Increases in Advanced & Proficient:

- 9th grade – from 12% to 19% (58% increase)
- 10th grade – from 7% to 11% (57% increase)
- 11th grade – from 4% to 9% (125% increase)

2.2 Decrease the number of students scoring Below Basic or Far Below Basic in ELA.

Street Academy California Standards Tests in English Language Arts—2006-07 Decreasing Proportions of Students Scoring at the Lowest Two Levels						
	Grade 9		Grade 10		Grade 11	
	2006	**2007**	**2006**	**2007**	**2006**	**2007**
Below Basic	50%	42%	44%	34%	36%	40%
Far Below Basic	16%	11%	17%	11%	43%	29%
Total	**66%**	**53%**	**61%**	**45%**	**79%**	**69%**

Achieved at all three grade levels: Decreases in Below Basic or Far Below Basic:

- 9th grade – from 66% to 53% (20% decrease)
- 10th grade – from 61% to 45% (25% decrease)
- 11th grade – from 79% to 69% (13% decrease)

As the percentage of students scoring at these two levels decreased, the numbers scoring at the "Basic" level increased significantly from 2006 to 2007, from 23% to 29% of 9th graders, 32% to 45% of 10th graders, and 18% to 23% of 11th graders.

2.3 All graduating seniors will have passed the ELA portion of the CAHSEE.

Achieved. 100% of Street Academy's 26 graduating seniors passed the ELA section of the CAHSEE.

Goal 3) Mathematics

3.1 Decrease the number of students scoring Below Basic or Far Below Basic in Math.
3.2 Increase the number of students scoring Advanced or Proficient in Math.

CST Algebra 1		
	2006 (61 students tested)	2007 (54 tested)
Below Basic or Far Below Basic	83%	87%
Advanced or Proficient	2%	2%

Targeted improvements *not achieved.*

CST Geometry		
	2006 (37 tested)	2007 (35 tested)
Below Basic or Far Below Basic	86%	87%
Advanced or Proficient	0%	0%

Targeted improvements *not achieved.*

CST Algebra II		
	2006 (14 tested)	2007 (15 tested)
Below Basic or Far Below Basic	100%	80%
Advanced or Proficient	0%	0%

Targeted improvement for BB and FBB *achieved. Not achieved* for Advanced or Proficient.

3.3 All graduating seniors will have passed the Math portion of the CAHSEE.

Achieved. 100% of Street Academy's 26 graduating seniors passed the Math section of the CAHSEE.

3.4 By spring quarter 2007, all 9th and 10th grade students will have completed Algebra 1.

Unknown. Street was not able to get data for this objective.

Goal 4) Social Studies

4.1 Students' scores on the CST World History test will improve compared to the prior year.

CST World History—Grade 10		
	2006 (39 tested)	2007 (24 tested)
Mean scaled score	282.5	280.9
Advanced	0%	0%
Proficient	5%	5%
Basic	23%	18%
Below Basic	31%	32%
Far Below Basic	41%	45%

Scores did not generally improve among 10th graders, as the mean scaled score decreased; the percentage scoring at the Basic level or better decreased from 28% in 2006 to 23% in 2007;

and the percentage scoring in the Below Basic and Far Below Basic increased accordingly. Thus, this objective was *not achieved*.

The test was also given to 9th graders in 2007. Of the 23 9th graders tested, 5% scored Basic, while 23% scored Below Basic and 73% scored Far Below Basic. No 9th graders at Street Academy took this test in 2006.

4.2 11th grade scores in the CST U.S. history test will improve compared to the prior year.

CST U.S. History—Grade 11		
	2006 (37 tested)	2007 (35 tested)
Mean scaled score	285.8	290.1
Advanced	0%	0%
Proficient	8%	11%
Basic	22%	14%
Below Basic	31%	49%
Far Below Basic	39%	26%

As the table above shows, there was a small increase (of one additional student) in the percentage of students scoring at the Proficient level on the U.S. History test in 2007. There was also a substantial decrease in the percentage scoring at the Far Below Basic Level. The mean scaled score improved from 2006 to 2007. However, the proportion of students scoring at the Below Basic or Far Below Basic level increased in 2007. Thus, this objective was *partially achieved*.

Goal 5) Science

5.1 The proportion of students scoring Proficient or Advanced on the CST in Science will increase.

CST Science (10th grade)		
	2006 (37 tested)	2007 (38 tested)
Mean scaled score	285.8	301.6
Advanced	0%	8%
Proficient	8%	5%
Basic	22%	21%
Below Basic	31%	34%
Far Below Basic	39%	32%

CST Biology/Life Sciences (9th – 11th grade)		
	2006 (77 tested)	2007 (51 tested)
Mean scaled score	295.7	306.2
Advanced	0%	6%
Proficient	3%	4%
Basic	38%	41%
Below Basic	33%	31%
Far Below Basic	26%	18%

On both of these tests, the percentage of students scoring at the highest two levels increased, while the percentages at the lowest three levels decreased, and the mean scaled score improved. Thus, this objective was *achieved*.

f. Student achievement at the alternative school or program of choice compared with achievement at comparable traditional schools in the district

Performance on AYP-related targets—Street Academy vs. OUSD	Street	OUSD
10th grade CAHSEE ELA pass rate	47%	60%
10th grade CAHSEE Math pass rate	50%	61%
2007 API and growth from 2006	541 (+51)	658 (+7)
Graduation rate	96.3	64.4
Made AYP	**Yes**	**No**

California Standards Test in English Language Arts % of Students at Advanced or Proficient—Street Academy vs. OUSD	Grade 9		Grade 10		Grade 11	
	Street	OUSD	Street	OUSD	Street	OUSD
Advanced	3%	9%	8%	7%	3%	8%
Proficient	16%	17%	3%	12%	6%	12%
Total	**19%**	**26%**	**11%**	**19%**	**9%**	**20%**

CST in English Language Arts % of Students Scoring at the Lowest Two Levels—Street Academy vs. OUSD	Grade 9		Grade 10		Grade 11	
	Street	OUSD	Street	OUSD	Street	OUSD
Below Basic	42%	29%	34%	28%	40%	22%
Far Below Basic	11%	18%	11%	28%	29%	35%
Total	**53%**	**47%**	**45%**	**56%**	**69%**	**57%**

CST Algebra 1	Street	OUSD
Below Basic or Far Below Basic	87%	69%
Advanced or Proficient	2%	13%

CST Geometry	Street	OUSD
Below Basic or Far Below Basic	87%	75%
Advanced or Proficient	0%	11%

CST Algebra II		
	Street	OUSD
Below Basic or Far Below Basic	80%	71%
Advanced or Proficient	0%	13%

CST World History—Grade 10		
	Street	OUSD
Mean scaled score	280.9	285.7
Advanced	0%	3%
Proficient	5%	7%
Basic	18%	21%
Below Basic	32%	24%
Far Below Basic	45%	46%

CST U.S. History—Grade 11		
	Street	OUSD
Mean scaled score	290.1	306.5
Advanced	0%	6%
Proficient	11%	14%
Basic	14%	26%
Below Basic	49%	29%
Far Below Basic	26%	25%

CST Science (10th grade)		
	Street	OUSD
Mean scaled score	301.6	304.0
Advanced	8%	8%
Proficient	5%	11%
Basic	21%	24%
Below Basic	34%	25%
Far Below Basic	32%	32%

CST Biology/Life Sciences (9th – 11th grade)		
	Street	OUSD
Mean scaled score	306.2	306.2
Advanced	6%	5%
Proficient	4%	10%
Basic	41%	31%
Below Basic	31%	27%
Far Below Basic	18%	27%

g. <u>Interpretation or explanation of results</u>

As noted, in 2006-07, Street Academy put considerable focus on eliminating its Program Improvement status. It achieved the related objectives—CAHSEE passing and participation rates, API, and graduation rate—and, as a result, did not advance to PI Year 2. In addition, Street Academy outperformed the district as a whole in the areas of API growth and high school graduation rates.

While Street Academy achieved its objectives for student performance on the CST ELA, it continued to fall far short in efforts to enable all students to develop proficiency-level skills, with the majority of students in 9th and 11th grade still scoring at the below basic or far below basic level. As an aggregate, students in grade 10 showed the most improvement compared to their counterparts in that grade the prior year, and we expect to see even greater performance improvements among this year's 11th grade cohort (most of whom were 10th graders at Street Academy last year) compared to the scores among 11th graders in 2007.

Street Academy is focusing on improving its students' generally poor math skills across grade levels during the current year.

Despite the fact that Street Academy students' scores in history and science are comparable to those of their counterparts district wide, student skills these subject areas also need considerable attention and improvement.

h. <u>Identification of the variables that affected student academic achievement</u>

Variables that contributed positively to Street Academy students' academic achievement include the following:

- The school-day structure, with a half day of core academic work and a half day of Independent Study and opportunities for academic enrichment, tutoring, opportunities for credit recovery toward graduation, and mental health counseling
- The Summer Institute Transition Program for incoming 9th graders.
- Use of enrichment classes with an acceleration rather than remediation approach—including an English enrichment course for students whose reading skills are assessed at below the 6th-grade level and English Learners and a year of extra support to accelerate students in Algebra
- The addition of a World Cultures course for 9th graders, in which students are taught note taking skills using Cornell note taking, how to do basic research using current events, learning basic test taking skills, as well as developing research writing skills.
- Use of ILPs and CMT program
- Use of test prep classes (particularly for CAHSEE), informed by aggregated and disaggregated student test data
- Use of mental health counseling on-site to address student issues that can interfere with their engagement in and performance in school

In addition, as part of the priority to eliminate our PI status, Street Academy paid particular attention to engaging parents/guardians to achieve this goal. Monthly parent meetings focused on the issue of improving test scores and eliminating our PI status. Parent focus groups were held (see below) in which parents expressed resentment of the fact that a school they love so much and that has provided so much for their students was considered "a failing school." After coming to terms with this sense of resentment they vowed to contribute to helping to solve the problem. With parent input, Street Academy instituted a number of actions designed to support achievement of its AYP-related objectives. These included:

- A parent information meeting about AYP/API and other accountability standards
- Regular parent meetings to strategize on how to improve overall academic achievement and performance on standardized tests
- Parent support in classrooms
- Parent support in office
- Parent volunteers recruited to: provide breakfast and snacks for test prep classes and during CST testing; create a cleaner environment through school wide beautification project; create a fundraising / grant writing committee

- Use of Easy Grade Pro to distribute computer-generated grade reports biweekly, to enable parents and students to closely monitoring students' progress, and to make it clear when intervention is necessary (to prevent failure in a class)

i. <u>Information collected from</u>

Street Academy participates in OUSD's "Use Your Voice Survey" initiative. This initiative was created by the district in 2006 to serve as a public, formal vehicle for all school stakeholders to speak their voices about what is working and what needs to change to improve our schools and district. The surveys measure school and district performance on the major themes of: clean learning environment, safety, caring and support, meaningful youth participation, high expectations, academic rigor, data-driven practice, parent engagement, college readiness, cultural responsiveness and emotional security, employee satisfaction, and district strategy. Schools administer the surveys each year to students, parents, and teachers and other school staff, and utilize the results to inform ongoing program improvements: when developing their site plans, reviewing their performance, and developing new programs, policies, and procedures policies. In 2007, Street Academy administered these surveys in March. Data on participation and results are summarized below.

In addition, Street Academy conducted stakeholder focus groups earlier in the 2006-07 school year. The purpose of these focus groups was to gain feedback and ensure that the voices of both the parent community and the student body when drawing conclusions about what the school's most critical areas in need of improvement. Student feedback was collected from both Street Academy graduates and currently enrolled students from all grade levels, gender, and ethnicities. Parent feedback was collected by the School Site Council and was also representative of the diverse student body. Their input was essential in the development of the school's Expected Schoolwide Learning Results; the drafting of our school's WASC action plan, and the development of a concise vision statement that created in an attempt to revitalize the original philosophy of the school and confirm its relevance. Perspectives provided by these stakeholders in these focus groups are also summarized below.

Students—findings, with comments

<u>Participation</u>
There were 112 student respondents to the Use Your Voice Survey – 80% of the student body at the time the surveys were administered. This rate was higher than the 68% at all OUSD alternative education schools and the 61% district wide. Latino students made up the largest group of respondents (37%), followed by African Americans (20%), mixed race (16%), Asian (5%), white (1%), and 15% who did not indicate their ethnicity. Latino students, who make up 35% of the student body, were slightly over-represented among respondents, while African Americans (38%), Asians (14%), and whites (6%) were underrepresented.

<u>Results</u>
Students were asked to respond to each item by choosing one of the following responses: "Strongly Agree," "Agree," "Disagree, Strongly Disagree," "I Don't Know." In tabulating the results, Strongly Agree and Agree were combined to denote agreement, and Disagree and

Strongly Disagree were combined to denote disagreement. Results were as follows; the percentages in parentheses after each statement indicate the corresponding results for high schools district wide.

<u>Overall Rating</u>
- 90% of Street Academy students agreed that "Overall, I am satisfied with my teachers." (70% district wide)
- 73% agreed that "Overall, I am satisfied with my school," while 17% disagreed (61% and 34% district wide)

<u>Clean Learning Environment</u>
- 57% *disagreed* that "The buildings and grounds at my school are clean most of the time," while 39% agreed. (56% and 41% district wide)
- 66% *disagreed* that "The bathrooms at my school are clean most of the time," while 34% agreed (68% and 30% district wide)

<u>Safety</u>
- 92% agreed with the statement that "I feel safe at school." (63% district wide)
- 13% reported, "I have been bullied at my school" (15% district wide)
- 77% indicated "I feel safe traveling to and from school" (64% district wide)

<u>Caring and Support</u>
- 84% agreed that there is "At least one adult at my school I can go to for good advice and support" (73% district wide)
- 95% agreed that "Teachers and staff help students to solve student conflicts" (63% district wide)
- 95% agreed that "My teachers takes the time to help me when I don't understand something." (77% district wide)
- 94% agreed that "My teachers believe I can be successful in school." (85% district wide)
- 81% agreed that "I feel appreciated for the work that I do." (67% district wide)

<u>Meaningful Youth Participation</u>
- 93% agreed that "My teacher lets students help make decisions in class" (69% district wide)
- 54% agreed that "My teachers make it clear everyday what I am supposed to learn," while 41% disagreed (51% and 44% district wide)
- 57% indicated, "I am involved in at least one school-sponsored activity," while 38% disagreed. (47% and 48% district wide)

<u>High Expectations</u>
- 86% of students agreed that "My parents/guardians make school and homework high priorities." (79% district wide)
- 82% agreed that "I work with my teachers and parents to set and review goals for my learning." (59% district wide)
- 94% indicated agreement with "My teachers expect me to do my best in school." (89% district wide)
- 91% agreed that "My teachers encourage me to come before or after school when I need help." (78% district wide)

<u>Academic Rigor</u>
- 84% agreed that "My teachers challenge me to share my opinions and ideas." (69% district wide)
- 75% agreed that "My teachers use different ways to help me learn." (72% district wide)

- 86% agreed that "My English classes help me to do better at reading and writing." (72% district wide)
- 74% agreed that "My math classes help me to do better at solving math problems." (71% district wide)
- 81% agreed that "My teachers assigns homework that I can finish on my own." (75% district wide)
- 72% agreed that "My teachers give me work everyday that challenges me," while 20% disagreed. (61% and 33% district wide)
- 85% of students agreed that "Most of my class lessons are interesting and make me want to learn more." (71% district wide)

Family Engagement
- 83% of students reported "My parents came to teacher-parent night/school meetings at least once this year." (60% district wide)
- 77% indicated that "My parents/guardians help me with my homework." (65% district wide)
- 63% agreed with the statements that "My parents/guardians make it important that I get to school on time every day" (60% district wide) and "My teachers reach out to my parents/guardians to work together to support me" (43% district wide) while 32% of students disagreed with each of these statements (35% and 53% disagreement district wide)

Health and Wellness
- 47% of students agreed with "I like the food offered at our school," while 45% disagreed (35% and 61% district wide)
- 64% *disagreed* that "At school, I learn about how to live a healthy life," while 29% agreed (37% and 58% district wide)
- 70% agreed with "At school, I regularly exercise or do a physical activity that makes me sweat," while 27% disagreed (52% and 45% district wide)
- 71% of students indicated agreement with "I have a lot of personal problems that make it hard to focus in my classes," while 25% disagreed (47% and 49% district wide)

College Readiness
- 74% reported that "My parents/guardians often talk to me about college," while 21% disagreed (70% and 25% district wide)
- 87% of students agreed that "I am learning good study skills at my school." (67% district wide)
- 81% agreed that "I often talk with my parents about future jobs and careers." (71% district wide)
- 72% indicated "My teachers often talk about job or career options for my future." (61% district wide)
- 65% indicated that "I have done or plan to do volunteer work in the community," while 27% indicated they had not (58% and 36% district wide)
- 79% agreed that "I think I can go to college"; 15% disagreed (76% and 19% district wide)
- 83% agreed that "My teachers often talk to me about college" (71% district wide)
- 77% agreed that "My education at this school is preparing me to be successful in college" (65% district wide)

Cultural Responsiveness & Emotional Security

- 86% of students agreed that "Other students are respectful of my cultural background." (74% district wide)
- 74% of students indicated that they had not "experienced discrimination at school because of my cultural background"; 17% indicated that they had experienced this discrimination. (66% and 31% district wide)
- 82% of students agreed with the statement that "At school, I get to learn about different cultures." (70% district wide)
- 92% agreed that "My teachers are respectful of my cultural background." (86% district wide)

Student Focus Group Analysis	
Positive Aspects of Street Academy	**Areas of Improvement**
Graduates embody school philosophy	*Graduates* observed that students are "out of touch" and lack connection / desire to initiate social change.
Graduates feel as if they developed a strong voice and connection to their own cultures because of a curriculum that emphasized "true history" and analysis of relevant social issues across content areas.	*Graduates* observed that there is a sense of complacency among current student body and more student activism should be encouraged.
Graduates appreciated the mutual respect between teachers and students	*Graduates* agree that there needs to be more focus on the development of political, social, and cultural awareness in all subjects.
Graduates and current students appreciate that teachers have high expectations for every student.	*Students* dislike the emphasis on testing. This shift of emphasis has resulted in inconsistent implementation of the school's philosophy and vision.
Graduates and current students agree that the relationships sense of trust developed between the Counselor /Teacher/Mentor and students is invaluable.	*Current students* desire more activities such as sports teams and after school programs.
Current students believe that academic and personal assistance with problems is more readily available than at other schools.	*Current students* observe a lack of respect that students have for teachers and others which suggests deterioration of the vision and philosophy and/or lack of buy in among relevant stakeholders. Professional development opportunities for improving classroom management/CTM should be explored.
Graduates and current students agree that the relationship between parents and Counselor/Teacher/Mentor made a significant difference in educational outcome.	*Current students* recognize a need for improved student conduct through more effective classroom management and a learning environment that is more engaging

Student Focus Group Analysis	
Positive Aspects of Street Academy	**Areas of Improvement**
	and seemingly relevant. *Current students and graduates* agree that the school's facilities need to improve cleanliness.

It is significant that in their overall rating of the school and on nearly every other question in the "Use Your Voice" survey, Street Academy students as an aggregate had more positive assessments of their school experience compared to high school students in general in Oakland Unified. This input from students speaks to their overall satisfaction with the education they are getting at Street Academy, which appears to reflect the personalized and supportive learning experience they find at the school.

"Clean learning environment" was one particular area where there was widespread dissatisfaction among students, both among survey respondents and focus group participants. Based on student feedback about the lack of cleanliness on the school grounds and in the bathrooms in particular, the AltEd Coordinator pursued and was successful in getting increased janitorial service at Street Academy beginning in fall 2007.

It is also notable that Street Academy is addressing the need and students' desire for after school programs. Beginning in fall 2007, as part of a group of five OUSD AltEd schools which successfully applied for state after school funding, Street Academy has begun an after school program, which includes a variety of academic support, enrichment, and family literacy activities as well as mental health counseling.

Parents—findings, with comments

Only four Street Academy parents/guardians responded to the Use Your Voice survey. This represents a 3% response rate, compared to 8% at all OUSD alternative schools and 31% district wide. Because the district does not report data for items for which there are less than six respondents, we do not have data from the parent surveys.

Parent Focus Group Analysis	
Positive Aspects of Street Academy	**Areas of Improvement**
Parents prefer to send their children to the school because of effective communication as a result of the CTM/student/parent relationship.	
Parents recognize considerable improvement in their children's academic experience in regards to attendance, attitude, happiness with school, and grades.	Parents want to see more events at the school that showcase student work and celebrate accomplishments.
Parents are satisfied with the teachers and school leadership.	Parents want to volunteer and become more involved in the school but don't know how.

Parent Focus Group Analysis	
Positive Aspects of Street Academy	*Areas of Improvement*
Parents believe the school is a good school despite the school accountability reports and the program improvement status.	Thus, improved coordination of volunteers must become a priority. Parents would like to see parent meetings focus on: how to help their child study, applying for college and scholarships, how to better communicate with their children, and how to recognize and deal with substance abuse, gang affiliation, etc.

As noted, in response to parent concerns, wishes, and willingness to be more involved, Street Academy implemented a variety of parent volunteer activities at Street Academy during the 2006-07 school year, which it is continuing and expanding in the current school year.

Teachers—findings, with comments

Nine staff members (7 of 8 teachers and 2 other staff members) responded to the Use Your Voice surveys. This 88% teacher response rate at Street Academy is higher than the 68% at all OUSD alternative schools and 56% district wide). Results below capture teacher responses. There is no data on other staff responses, because there were only 2 such respondents. Results were as follows; the percentages in parentheses after each statement indicate the corresponding results for high schools district wide.

Overall Rating
- 100% of Street Academy teachers indicated "Overall, I am satisfied with my school." (68% district wide)

Clean Learning Environment
- 100% of Street Academy teachers agreed that "The buildings and grounds at my school are clean most of the time." (43% district wide)
- 57% agreed that "The faculty bathrooms at my school are clean most of the time," while 43% disagreed. (70% and 20% district wide)

Safety
- 14% of teachers indicated that "Students report being concerned about safety at school." (34% district wide)
- 100% indicated that "I feel safe traveling to and from school." (78% district wide)
- 100% agreed that "The school is a safe place to learn." (68% district wide)

Caring and Support
- 100% of teachers agreed that "This school feels like a caring and supportive environment," (77% district wide) that "Most students know at least one adult at this school they can go to for good advice and support,"(85% district wide) and that "Teachers and staff help students to solve student conflicts." (84% district wide)
- 86% of teachers indicated "I take the time to help students when they don't understand something." (93% district wide)

Meaningful Youth Participation
- 71% of teachers agreed that "I often let students help make decisions in class." (77% district wide)

- 86% indicated that "I clearly and consistently communicate the work students are expected to do." (88% district wide)
- 86% agreed that "Students have opportunities to participate in school activities." (74% district wide)

High Expectations

71% of teachers endorsed "I work with parents to help students set and review goals for learning." (56% of teachers district wide agreed, 34% disagreed)
- 100% agreed that "There is a culture of high expectations at this school" and that "I regularly encourage students to come before or after school when they need help." (59% district wide)

Academic Rigor
- 86% of teachers indicated that "I challenge students to share their opinions and ideas," (87%) that "I regularly use a variety of strategies to help students learn," (88% district wide) that "I regularly use a variety of strategies to check for student understanding," (85% district wide) and that "I regularly have students collaborate on lessons and projects." (77% district wide)

Data-driven practice
- 71% of teachers indicated that "The school's goals are clear and well-defined in the school site plan." (68% district wide)
- 100% agreed that "Faculty and staff work in teams regularly to actively pursue school goals. (80% district wide)
- 57% indicated "I collaborate weekly with other teachers to plan or improve my instruction." (52% district wide)
- 43% agreed that "I continually observe other teachers to learn how to improve my practice." (37% district wide)
- 57% agreed that "Our school carries out a coherent professional development plan aligned with our goals." (73% district wide)
- 71% agreed that "I have access to useful, timely data on student performance to help guide teaching." (77% district wide)
- 57% indicated "I regularly use student achievement data to make decisions about teaching." (68% district wide)
- 71% *disagreed* with "I have a good understanding of how to use data tools." (31% district wide)

Family Engagement
- 86% of teachers indicated that "Most of my students' parents have come to see me at least once this year." (26% district wide)
- 100% indicated that "I feel encouraged to participate in school activities or meetings." (81% district wide)
- 86% indicated "I often help my students' parents understand what they can do at home to support their children's learning." (58% district wide)
- 100% indicated "I reach out to parents/guardians to work together to support students." (76% district wide)
- 86% agreed that "Parents are supportive of our school's strategy for improving student achievement." (82% district wide)

Health and Wellness

- 100% of teachers indicated "I know where I can refer students with mental health issues." (87% district wide)
- 100% indicated "I incorporate ideas on healthy lifestyles in my curriculum." (63% district wide)

College Readiness
- 100% of teachers agreed that "This school does a good job of teaching students the skills and knowledge for college" (65% district wide) and that "This school does a good job of teaching my students about how to get into college." (75% district wide)
- 86% of teachers agreed that "This school is providing education that is preparing students for good jobs in the future." (67% district wide)
- 100% of teachers noted that "This school does a good job of teaching students good study skills." (49% district wide)
- 100% indicated that "I encourage my students to do volunteer work in the community." (60% district wide)
- 100% agreed that "Teachers at this school talk to students about college." (85% district wide)

Cultural Responsiveness & Emotional Security
- 100% of teachers agreed that "Students are respectful of each other's cultural backgrounds" (47% district wide) and that "Adults at this school are respectful of students' cultural backgrounds." (85% district wide)
- 100% agreed that "Teachers are treated respectfully as contributors to the learning community." (67% district wide)

Employee Satisfaction
- 57% agreed that "I am proud to tell people that I work for OUSD," while 43% disagreed. (65% and 25% district wide)
- 100% indicated "I feel respected for the work I do." (68% district wide)
- 86% indicated that "I receive relevant and timely feedback on my work." (51% district wide)
- 14% of teachers agreed that "The formal (contractual) evaluation process is a useful tool for improving my work," 14% disagreed, and 71% indicated "I don't know." (37%, 47%, and 16% district wide)
- 29% of teachers agreed that "The district provides adequate training and professional development," 14% disagreed, and 57% indicated "I don't know." (43%, 42%, and 15% district wide)
- 57% indicated, "Overall, I am satisfied working for OUSD," while 43% disagreed. (49% and 40% district wide)

District Strategy
- 86% of teachers agreed that "District leadership makes student learning a priority" (33% district wide)
- 86% of teachers indicated "I understand the district's 5-year goals for student achievement." (20% district wide)
- 57% agreed that "The District's 5-year goals for student achievement are attainable," while 43% disagreed. (18% and 30% district wide)
- 86% of teachers indicated "I understand overall district strategy for improving student achievement" (22% district wide) and that "District priorities are communicated to me in a clear manner." (20% district wide)

- 71% agreed that "District leadership ensures adequate human/financial resources to my school." (13% district wide)

57% agreed that "District leadership creates conditions to achieve 5-year goals" and that "District leaders promote access, equity, and shared values," while 43% disagreed with each of these statements. (53% disagreed district wide)

- 86% of teachers agreed that "I have opportunities to provide district leadership with feedback." (25% district wide)
- 86% indicated that "Overall, I am satisfied with district leadership." (12% district wide)

As with student responses, teacher responses to the "Use Your Voice" survey were generally as positive or more positive compared to the responses of their colleagues district wide.

Particular areas of concern reflected in Street Academy teachers' responses, however, include: not enough teacher collaboration to improve instruction; weaknesses in the professional development program available for teachers; and sub-optimal use of student data to inform decisions about teaching. Our Site Plan for the next three years details specific and comprehensive measures to address these concerns, which it has begun implementing in fall 2007.

j. <u>Summary of findings, including statement of positive outcomes and statement of identified obstacles</u>

Street Academy's positive outcomes are as follows:
- Achieved all AYP objectives in 2006-07, made AYP, and as a result remained in Year 1 of the Program Improvement program – on track for eliminating its PI status. Most notable were the school's high graduation rate and that all graduates passed both sections of the CAHSEE.
- Increased the proportion of students scoring at the Advanced or Proficient levels on the California Standards Test in English Language Arts while decreasing the numbers scoring at the Below Basic or Far Below Basic levels.
- On the CST Science (taken by 10th graders), Street Academy achieved all objectives: the percentage of students scoring at the highest two levels increased; the percentages at the lowest three levels decreased; and the mean scaled score improved.
- Street Academy also made important progress in 2006-07 in engaging parents/guardians' in support of their children's education and our goals for academic performance.
- Further, Street Academy's successful application for funding for an after school program—derived from the California Department of Education's 21st Century Community Learning Center program—will strengthen its ability to support students' academic success, safety, enrichment, graduation prospects, and preparation for life after high school.

Areas where Street Academy's performance fell short of 2006-07 objectives include:
- Failed to increase the number of students scoring at the Advanced or Proficient levels on standardized math tests.

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- As an aggregate, although 11th graders improved their mean scaled score on the CST in U.S. History compared to in 2006 – there was an increase in the proportion of students at the Below Basic or Far Below Basic level.
- Nor did students' scores on the CST in World History improve compared to in 2006.
- It is also notable that despite the active involvement of a core group of parents in supporting the school program, parent participation levels in general remain low at Street Academy – as reflected in the very low number of parents/guardians who completed the "Use Your Voice" survey.

A number of obstacles may have contributed to Street Academy's falling short vis-à-vis various academic performance issues, and which, more generally, must be overcome if Street Academy is to ensure that all students achieve academic proficiency and graduate from high school well prepared to continue their education or to proceed successfully to vocational training and employment.

To begin with, the vast majority of newly-enrolled students test below grade level in both English and math and, as was explained above, they are behind on credits. Thus Street Academy must both accelerate them academically while enabling them to accelerate their accumulation of credits toward graduation. However, because it is a Program Improvement school, test preparation classes too often take precedent, diverting resources from core academic instruction and threatening to make students disengaged from their education. Moreover, unfortunately, Street Academy's student population is highly transient, making it difficult to provide the consistent, sustained support students need to make significant strides in their academic skills and performance.

As a drop-out prevention program, Street Academy has been more successful with females than males. It has been least successful with retaining African-American males, and Latino males are not far behind. In an attempt to improve the program and meet state, district, and school targets, Street is now putting a strong emphasis on its vision of drop-out prevention education. Its 2008-2010 Single Plan for Student Achievement has a specific focus on increasing retention and on decreasing tardies and truancy for Oakland's African-American and Latino males.

Moreover, despite increasing involvement at Street Academy by some of students' parents/guardians, the fact that the school's Spanish-speaking student population is growing, coupled with its lack of bilingual staff, has made it difficult to remain in consistent communication with (the growing number of) Spanish speaking families. Due to funding constraints, Street Academy has been unable to hire a bilingual office assistant.

More broadly, because it is serving a very high-risk, generally low-income, minority, and diverse student body, there are a variety of social, economic, and cultural determinants that affect students, and the school is chronically under-resourced and under-staffed to be able to meet their and their families' needs.

As a small school with a small staff, Street Academy's faculty, administrative, and support staff are often overburdened with "extra" tasks. Earlier we mentioned the perception among a substantial sub-group of teachers that they do not have enough time for collaboration to improve

instruction. Teachers are now focusing more on collaboration and the school has designated the creation of department and teacher collaboration time as essential to attaining its goal of better serving its predominately African-American and Latino youth. Street Academy currently has two teachers who have recently completed Administrative Credentials who have taken on leadership roles in the establishment of professional learning communities. Also, three of its new teachers completed their credentials by the beginning of the 07/08 school year. In addition, as recipients of the 21st Century grant funds, Street Academy has been able to hire personnel to help to better implement its Independent study and after school programs. It has also gained a Gang Intervention Specialist who will work with families on relationship building and gang prevention.

4. Recommendations to responsible authorities

Recommendations to Street Academy's Principal regarding continuing and building upon the school's positive academic performance outcomes are as follows:

- Increase efforts to identify incoming freshmen as early as possible and to ensure their participation in the Summer Institute Transition Program
- Utilize Individualized Success Plan and CTM approach to optimize each student's use of Independent Study hours to strengthen academic skills and advance toward graduation
- Seek to imbed test preparation into the core curriculum to maximize time for core skills instruction
- Develop a tracking system to be able to monitor the percentage of students who complete particular classes (e.g., Algebra 1).
- Utilize after school programming to expand academic support for students performing below proficient in core skill areas, through supplemental instruction, homework assistance, tutorial support, and writing and math workshops
- Implement Cyber High self-paced credit recovery program during Independent Study hours as well as after school program
- Support faculty professional development through teacher collaboration in the form of a professional learning community which meets regularly to strengthen instruction[4] and to promote consistent approaches among teachers to support individual students across subject areas.
- Facilitate faculty's participation in district-wide professional development opportunities.
- Utilize after school funding and programming to expand supportive services and enrichment activities for students, including mental health services, sports, arts, student leadership opportunities, and gang prevention programming, and student clubs.
- Continue and expand outreach to parents/guardians to maintain ongoing communication regarding their children's performance, progress, and needs in school.
- Engage parents in workshops on understanding Street Academy's educational and testing program, family literacy workshops, and in volunteering in classrooms and other ways at Street Academy.

Street Academy will require additional support from the Oakland Unified School District and via grants/fundraising pursued by the Office of Alternative Education and the school site itself in the following areas:

- Collaboration with the Alternative Education Placement Specialist, OUSD Student Assignment Office, and individual OUSD middle schools to identify incoming 9th graders and sign them up for the summer transition program
- Funding for test prep materials that can be incorporated into the core curriculum
- Funding to support faculty collaboration and professional development
- Resources too sustain and expand availability of mental health services for Street Academy students—for example, through the Alt Ed Coordinator's work with the County to bring more MediCal EPSDT-funded services to the school

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[4] Via approaches such as: evaluating student work to assess and evaluate success; evaluating and improving lesson plans; designing cross-disciplinary lessons; developing culturally relevant pedagogy; differentiating instruction; observing colleagues and team teaching.

- Funding for bilingual office support/family outreach staff to support parent outreach/involvement efforts
- Outreach to parent support organizations and funding for parent meetings (for materials, food, childcare, etc.)