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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Street Academy

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Street Academy.

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

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

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

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

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Street Academy



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

2024-25 School Plan for Student Achievement (SPSA)

School: Street Academy
CDS Code: 1612590130179
Principal: Bukola Lawal
Date of this revision: 4/24/2024

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

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

Contact: Bukola Lawal

Position: Principal

Address: 417 29th Street

Telephone: 510-874-3630

Oakland, CA 94609

Email: bukola.lawal@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/24/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Street Academy

Site Number: 313

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 24, 2024

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Bukola Lawal

Principal

Rosvat Young
SSC Chairperson

Vanessa Sifuentes

Network Superintendent

Lisa Spielman

[Signature]
Signature

[Signature]
Signature
Vanessa Sifuentes

[Signature]
Signature
Lisa Spielman

04/25/2024
Date

4/25/2024
Date

05/13/2024

Date

5/13/24

[Signature]
Kyla Johnson-Trammel, Superintendent and Secretary, BOE 8/15/2024

[Signature]
Benjamin Davis, President, Board of Education 8/15/2024

2024-25 SPSA ENGAGEMENT TIMELINE

School Site: Street Academy

Site Number: 313

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$152,985.00
Total Federal Funds Provided to the School from the LEA for CSI	\$20,037.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$289,980.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$16,200	LCFF Discretionary (General Purpose Discretionary #0000)	\$0
Title I, Part A Parent & Family Engagement (Title I #3010)	\$450	LCFF Supplemental (LCFF Supplemental #0002)	\$0
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$135,210	LCFF Equity Multiplier	\$104,208
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$1,125	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$20,037	California Community Schools Partnership Program (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$12,750
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$173,022		\$116,958

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$289,980.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Street Academy		School ID: 313
CDS Code: 1612590130179	SSC Approval Date: 4/24/2024	Board Approval Date: 8/14/2024

School Mission and Vision

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

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

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

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
40.6%	49.3%	42.0%	0.0%	1.5%	33.3%	98.6%	13.0%	10.1%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
59.4%	1.5%	0.0%	0.0%	2.9%	8.7%	97.1%	0.0%	47.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	All students will have access to courses with high quality instruction in all content areas in an effort to increase college, career, and life readiness and eliminate the achievement gap for lower performing students as measured by the SRI, CAASPP, ELPAC exam and the A - G completion.
Identified School Need:	Increase the number of students meeting or exceeding standards in the CAASPP ELA and Math - Increase the number of students that are UC A-G ready - increase students lexile scores, increase the school's cohort graduation rate.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-142.0	not available until fall 2024	not available until fall 2025	-132.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	1.4%	not available until fall 2024	not available until fall 2025	25.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-247.8	not available until fall 2024	not available until fall 2025	-237.8
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	not available until fall 2024	not available until fall 2025	1.0%

Graduation Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	28.6%	not available until fall 2024	not available until fall 2025	30.0%
On Track to Graduate: 9th Grade	All Students	0.0%	not available until fall 2024	not available until fall 2025	95.0%
On Track to Graduate: 11th Grade	All Students	0.0%	not available until fall 2024	not available until fall 2025	95.0%

A-G Completion	All Students	11.1%	not available until fall 2024	not available until fall 2025	100.0%
College/Career Readiness	All Students	4.8%	not available until fall 2024	not available until fall 2025	100.0%

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

School Goal:	Academic Measures & Annual Targets for Focal Student Groups. Because Street Academy is an Alternative Independent Studies school and students come through-out the year at different academic levels and growth towards graduation, we will Provide intervention programs that meet the individual needs of students to be on track in their cohort and provide opportunites for college and career readiness for focus students.
Identified School Need:	Increase the number of students in making up deficient credits to move closer to their grade level cohort. Increase the number of students who are college and career ready.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students		not available until fall 2024	not available until fall 2025	5.0
SBAC ELA Distance from Standard Met	African American Students		not available until fall 2024	not available until fall 2025	8.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	1.4%	not available until fall 2024	not available until fall 2025	2.0%
SBAC Math Distance from Standard Met	Special Education Students	-279.3	not available until fall 2024	not available until fall 2025	-269.0
SBAC Math Distance from Standard Met	African American Students	-258.2	not available until fall 2024	not available until fall 2025	-248.0

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	not available until fall 2024	not available until fall 2025	3.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	3.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:		Build a better connection between the home and the school community.			
Identified School Need:		Increase parental direct involvement with staff by implementing intervention services designed to inform and involve families about student progress and lack of progress.			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <i>*2021-22 baseline data</i>	All Students	42.0%	not available until fall 2024	not available until fall 2025	50.0%
Out-of-School Suspensions	All Students	13.0%	not available until fall 2024	not available until fall 2025	10.0%
Out-of-School Suspensions	African American Students	13.0%	not available until fall 2024	not available until fall 2025	10.0%
Out-of-School Suspensions	Special Education Students	16.1%	not available until fall 2024	not available until fall 2025	13.0%
Chronic Absenteeism	All Students	92.6%	not available until fall 2024	not available until fall 2025	95.0%
Chronic Absenteeism	African American Students	97.2%	not available until fall 2024	not available until fall 2025	95.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.				
Identified School Need:	Need to provide ongoing specific and quality professional development to support the capacity of the staff.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers		not available until fall 2024	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>All students will have access to courses with high quality instruction in all content areas in an effort to increase college, career, and life readiness and eliminate the achievement gap for lower performing students as measured by the SRI, CAASPP, ELPAC exam and the A - G completion.</i>	<i>Students are provided individual support and independent studies courses based upon academic need. Students will be challenged to successfully create learning and class completion goals. The CTMs work closely with their students to do ongoing transcript evaluations and to set goals for meeting the graduation requirements and doing credit recovery to be in their academic cohort. Street Academy's Internship Coordinator ensures that all students are knowledgeable about what it takes to be graduating College ready and are working towards graduating college or career ready. We also partnership with community colleges and trade schools that provide information on secondary career options. Street Academy's Internship Coordinator sets up student internship exhibitions and Career Awareness Fairs. Our Street Academy Internship Coordinator ensures that students are aware and participate in various FAFSA, Community College Class Offerings, and 4-year college, community college, trade school workshops and Field Trips.</i>

LCAP Goal 2:	<i>Academic Measures & Annual Targets for Focal Student Groups. Because Street Academy is an Alternative Independent Studies school and students come through-out the year at different academic levels and growth towards graduation, we will Provide intervention programs that meet the individual needs of students to be on track in their cohort and provide opportunites for college and career readiness for focus students.</i>	<i>Small classes that provide extra small group and individual support with classwork. Independent studies classes that are supported by CTM teachers. Dedicated tutorial time to support students in staying on task and completion of work and SPED support with assignments, and test.</i>
LCAP Goal 3:	<i>Build a better connection between the home and the school community.</i>	<i>Weekly Student Restorative Justice Circles where students can share and listen deeply that are focused on weekly themes. Regular CTM family and student academic meetings to discuss student progress.</i>
LCAP Goal 4:	<i>Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.</i>	<i>ILT, ACT, SAT and FERTT teams are implemented to help with professional learning that focuses on imporving teaching and learning,</i>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>All students will have access to courses with high quality instruction in all content areas in an effort to increase college, career, and life readiness and eliminate the achievement gap for lower performing students as measured by the SRI, CAASPP, ELPAC exam and the A - G completion.</i>	<i>In order for students to receive this quality instruction and be prepared for college and career, they must reduce their absent rate and attend school on a regular basis. They must also participate by completing their school work and reducing the grades of "NM". They must also take advantage of the independent studies course in order to make up for credits they are deficient of. Rebuilding the Internship program to better align with the pathway and guide students to careers in Educations, Child Development and Family Services.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>Academic Measures & Annual Targets for Focal Student Groups. Because Street Academy is an Alternative Independent Studies school and students come through-out the year at different academic levels and growth towards graduation, we will Provide intervention programs that meet the individual needs of students to be on track in their cohort and provide opportunites for college and career readiness for focus students.</i></p>	<p><i>Having students take advantage and be actively engaged with the support systems that are provided has been a challenge. Title I Funds are currently Unallocated . The SSC may vote to use them to provide activities for Focal Student Group Supports to purchase Instructional Supplies to support Core Curriculum, Software & technology (chromebooks, computers, ipads, speakers, etc.) to support the EL program, technology to support students in the classroom in completing the independent student online classes, project learning assignments and the work with college & career exploration. Staff will need additional support and training on effective intervention strategies that can be implements in supporting struggling students. Regular social/emotional support is also needed for students who need it.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Build a better connection between the home and the school community.</i></p>	<p><i>Having students and parents to show up and to participate in ongoing academic meetings and activities. Having parents to be responsive to telephone call, text and emails to support teachers in working with their students. Unallocated Title I Parent funds will to used to positively impact support for parent and family engagement.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.</i></p>	<p><i>Provide ongoing quality professional development to support and strengthen project learning focus. Funding is needed for a stip substitute would help..</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Street Academy

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

The overall implementation has not changed from the 2023-24 SPSA. Staff continues to use our newly designed enrollment plan. We have a better system that helps analyze students transcripts to place them in the courses they need that will help them reach graduation. Peacemaking circles are conducted weekly by staff and partner organizations. Teachers continue to focus on using uniformed reading and writing strategies to create vertical alignment across the grade levels. We continue to focus on increasing the ELL reclassification rates by using strategies to increase their knowledge and use of academic vocabulary.

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

This past year our efficiency rate in meeting our goals have increased based on hiring the needed staff to help reorganization, the focus and commitment strategies which increased math skills among our student body.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

One change that we will continue to make is increase the attendance rate for students who are truant. Have additional parent/student intervention meeting for these student. This could be found in Part 3 Strategies & Actions LCAP Goal 1 Line item 1-4.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Books Other than TextBooks	Reading Inventory (RI) Growth of One Year or More	To enhance students' Lexile scores and reading comprehension across all grades, it's essential to establish a coherent vertical alignment strategy while integrating your pathway into class curricula.	To enhance our students' Lexile scores and reading comprehension across all grades, we aim to establish vertical alignment across subjects and grades, with a focus on integrating our pathway into all classes. Currently, some classes prioritize our pathway, but our objective is for all courses to align with it. Notably, 100% of our seniors have engaged in internships and pathway classes.	We are committed to implementing vertical alignment that integrates the pathway curriculum into all classes from grades 9 to 12.
Technology for the Classroom - Student, teacher, and staff computers	CAST (Science) at or above Standard	This initiative will grant the school access to new technology.	The aging Chromebooks are becoming outdated, posing challenges in providing adequate technology for all students. The principal has noted that sufficient computer supplies have correlated with increased student participation and improved learning outcomes.	We are transitioning to providing MacBooks, iMacs, and iPads for teachers, staff, and students alike.

Light Refreshments for Family Meetings	A-G Completion	This program will offer snacks during family engagement events and parent conference meetings.	The principal has noticed that offering snacks increases parent participation in our meetings.	We will maintain the practice of providing refreshments for parents during our Title 1 meetings.
Instructional Supplies	A-G Completion	We will procure a variety of instructional supplies to extend and enrich both our core classes.	We aim to enhance our curriculum by integrating updated instructional materials. The principal has noticed that certain required courses lack sufficient supplies. Moreover, they have observed that instructional supplies have significantly improved the quality of instruction in core classes.	All classrooms will be equipped with updated materials.
Technology for Classroom Printers; headphones for students and other devices for classrooms.	A-G Completion	This initiative will ensure that every classroom is equipped with printers, enabling students and teachers to access printing resources without the need to leave class and visit the office.	Currently, teachers lack the necessary technology to effectively engage their classes. The principal has noticed that incorporating technology has significantly enhanced core classroom instruction.	Our objective is to transition towards a project-based curriculum that integrates our pathway. To achieve this, it's imperative that all classes are equipped with updated technology and equipment.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Street Academy

SCHOOL ID: 313

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal:

All students will have access to courses with high quality instruction in all content areas in an effort to increase college, career, and life readiness and eliminate the achievement gap for lower performing students as measured by the SRI, CAASPP, ELPAC exam and the A - G completion.

Identified Need:

Increase the number of students meeting or exceeding standards in the CAASPP ELA and Math - Increase the number of students that are UC A-G ready - increase students lexile scores, increase the school's cohort graduation rate.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Complete ongoing transcript evaluations with the students to make sure they are scheduled in the appropriate classes, credit recovery classes and independent studies online courses	All Students	Academic	Tier 1 - Universal
1-2	Intervention support will be offered in the form of tutorial twice weekly to support student in completing their assignment and passing their class.	All Students	Academic	Tier 2 - Supplemental
1-3	Students participate in college and career fieldtrips and internships.	All Students	Academic	Tier 1 - Universal
1-4	Increase the attendance rate for students who are truant. Have additional parent/student intervention meeting for these student.	All Students	Behavioral	Tier 3 - Intensified

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

School Goal: Academic Measures & Annual Targets for Focal Student Groups. Because Street Academy is an Alternative Independent Studies school and students come through-out the year at different academic levels and growth towards graduation, we will Provide intervention programs that meet the individual needs of students to be on track in their cohort and provide opportunites for college and career readiness for focus students.

Identified Need: Increase the number of students in making up deficient credits to move closer to their grade level cohort. Increase the number of students who are college and career ready.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Provide intervention strategies in class to support struggling students	All Students	Academic	Tier 2 - Supplemental
2-2	Provide tutorial twice weekly for all students to complete assignments and get additional instructional support,	All Students	Academic	Tier 2 - Supplemental
2-3	Provide field trips that extends learning opportunities	All Students	Academic	Tier 1 - Universal
2-4	Provide push in and pull out for students with IEPs	All Students	Academic	Tier 2 - Supplemental

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

School Goal: Build a better connection between the home and the school community.

Identified Need: Increase parental direct involvement with staff by implementing intervention services designed to inform and involve families about student progress and lack of progress.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	CTM meeting with student and parents each trimester to discuss students growth and academic status and needs	All Students	Academic	Tier 1 - Universal
3-2	Increased telephone call, text and emails to parents who are truant and not performing	All Students	Behavioral	Tier 2 - Supplemental
3-3	Make sure that families read and complete all required documents related to the running and behavior expectations of the school	All Students	Behavioral	Tier 2 - Supplemental
3-4	Provide weekly community/restorative circles that are theme related	All Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal:		Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.		
Identified Need:		Need to provide ongoing specific and quality professional development to support the capacity of the staff.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide CTM training for all staff so they know their responsibilities and are able to have conversations with students and parent regarding their academic growth and academic needs in order to graduate with their cohort and plan for college or career.	All Students	Academic	Tier 1 - Universal
4-2	Provide ongoing professional development to strengthen their instructional practices and planning.	All Students	Academic	Tier 1 - Universal
4-3	Recruit and hire qualified teachers for vacant positions	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide interventions that focus on increase language and literacy skills as well as math interventons	African American	Academic	Tier 2 - Supplemental
5-2	Provide social/emotional support when needed.	African American	SEL / Mental Health	Tier 3 - Intensified

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Focus on language and literacy.	English Learner Students	Academic	Tier 1 - Universal
6-2	focus on using uniformed reading and writing strategies to creat vritical alignment across the grade levels.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 313

School: Street Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$16,200	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Provide ongoing professional development to strengthen their instructional practices and planning.	313-1
4399 - Unallocated	\$450	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	CTM meeting with student and parents each trimester to discuss students growth and academic status and needs	313-2
5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Provide tutorial twice weekly for all students to complete assignments and get additional instructional support,	313-3
5100 - Subagreements For Services	\$110,210	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Provide field trips that extends learning opportunities	313-4
4399 - Unallocated	\$1,125	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	Provide intervention strategies in class to support struggling students	313-5
4399 - Unallocated	\$12,750	Proposition 28 (Arts & Music in Schools)	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	313-6
4399 - Unallocated	\$24,930	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	313-7
4399 - Unallocated	\$19,947	Measure H	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	313-8
Placeholder	\$100,306	LCFF Equity Multiplier	4399	Unallocated	n/a	n/a	n/a	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.		Placeholder for Street	313-9



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Oakland Emiliano Zapata Street Academy High School

(Street Academy) agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send robo-calls, emails and texts messages on a monthly basis. All parents/families attend new student orientation which covers this .

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

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

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

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

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

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

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

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

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

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

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

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

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

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

Adoption

This policy was adopted by the **Oakland Emiliano Zapata Street Academy** School Site Council on **December 6, 2023**, and will be in effect for the period of December 6, 2023 through May 25, 2024.

The school will distribute this policy to all parents on or before December 7, 2023.

Executive Director

Bukola Lawal

Signature of Executive Director

Bukola Lawal

Date: December 7, 2023

Please attach the School-Parent Compact to this document.



School-Parent Compact

Oakland Emiliano Zapata Street Academy

2023-2024

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2023-2024 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

See attached CTM - Social Justice Agreement

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

See attached CTM - Social Justice Agreement

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

See attached CTM - Social Justice Agreement

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

See attached CTM - Social Justice Agreement

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

An interpreter and translation of all information will be provided.

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

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

See attached Parent - Social Justice Agreement

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

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

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

See Attached Parent - Social Justice Agreement

See Attached CTM - Social Justice Agreement

See Attached Zapatista - Social Justice Agreement (student)

Teacher Responsibilities

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

See Attached CTM - Social Justice Agreement

Parent Responsibilities

See Attached Parent - Social Justice Agreement

Student Responsibilities

See Attached Zapatista - Social Justice Agreement

This Compact was adopted by the **Oakland Emiliano Zapata Street Academy** School Site Council on **December 7, 2023** and will be in effect for the period of August 8, 2023 through May 25, 2024.

The school will distribute this policy to all parents on or before September 1, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **December 7, 2023**.

Signature of Executive Director

Bukola Lawal

Date: December 7, 2023

STREET ACADEMY HOME SCHOOL COMPACT

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 I will make it up during Monday/Friday Homework club; Friday Night Blues; Tuesday/Thursday tutoring; appropriate Saturdays to complete hours earned from not completing work. If I receive more than 10 Reconciliation Hours, 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 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/Staff 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 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:** _____

ACUERDOS DE JUSTICIA SOCIAL DE OEZSA ZAPATISTA

Me comprometo completamente con Street Academy en las siguientes maneras:

1. Llegaré a OEZSA a tiempo (8:50 a.m.) todos los días y asistiré durante todo el programa académico y de enriquecimiento.
2. Iré a la escuela todos los días preparado para aprender (ejemplos: suministros listos, bien descansado, actitud positiva, personificación de los valores fundamentales).
3. No tomaré atajos. Daré el 100% todos los días: trabajar, pensar y me comportare de la mejor manera que conozco, y haré lo que sea necesario para que mis compañeros zapatistas y yo aprendamos. Me esforzaré por un mínimo de 80% y un GPA de 3.0 en todas las clases. Todos los días, seré el mejor zapatista y la persona que pueda ser.
4. Completaré toda mi tarea después de la escuela y por la noche. Me aseguraré de que mi tarea sea de la mejor calidad porque es una representación de mí.
5. Si se me asigna una hora de reconciliación, la recuperaré durante el club de tareas de lunes a viernes; Friday Night Blues; Martes / jueves tutoría; sábados apropiados para completar las horas ganadas por no completar el trabajo. Si recibo más de 10 Horas de Reconciliación, me reuniré con mi CTM y otro apoyo familiar para revisar mi plan para tener éxito.
6. Iré a OEZSA los sábados apropiados.
7. Estoy comprometido con la excelencia y entiendo que lo siguiente puede significar la falta de participación en excursiones y actividades fuera del campus, ejercicios de graduación y posible inelegibilidad para recibir un diploma de OEZSA, un GPA inferior a 2.0; más de 5 referencias / año; más de 1 suspensión / año.
8. Soy responsable de mi propio comportamiento. Si cometo un error, asumiré la responsabilidad, al decir la verdad, y corregir el comportamiento.
9. Le pediré ayuda al CTM y a otro personal de apoyo cuando lo necesite tanto en clase como fuera de clase.
10. Siempre seguiré las indicaciones de CTM / Staff y las reglas de la escuela. Si no estoy de acuerdo con algo, seguiré la directiva y, en el momento apropiado, me reuniré con el CTM / Staff para analizar mis inquietudes.
11. Me enorgullece mi cultura y respetaré las culturas de los demás. Respetaré los derechos e intereses de todos los miembros de la comunidad OEZSA sin importar raza, color, género, discapacidad, edad, religión, estilo de vida, orientación sexual, identidad / expresión de género u origen nacional o étnico para ayudar a promover un ambiente de aprendizaje seguro. Siempre usaré el tono y el lenguaje apropiado cuando hable con alguien de OEZSA. Me dirigiré a todas las personas por su nombre y con respeto.
12. Seguiré el código de vestimenta de OEZSA todos los días.
13. Dejaré un área mejor que cómo la encontré, sin tirar basura, sin etiquetar, limpiando después de mí y de otros, y manteniendo nuestro campus limpio y hermoso.
14. Mostraré orgullo en mí mismo y me entregaré brindando 10 horas de servicio comunitario a mi escuela y a la comunidad en general cada año.
15. Comprenderé y personificaré los Valores / Principios Básicos de OEZSA, incorporaré los 7 supuestos básicos, modelaré los comportamientos esperados y ratificaré los Acuerdos de Justicia Social.

Imprimir el nombre de OEZSA Zapatista: _____

Firma de OEZSA Zapatista: _____ Fecha: _____

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, RJ Coordinator 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 Zapatistas' 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, 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, career and in life.
11. I will work tirelessly to ensure the safety of all Zapatistas 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.
15. I 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).

Print OEZSA CTM's Name: _____

OEZSA CTM's Signature: _____

Date _____

OEZSA CTMS Y ACUERDOS DE JUSTICIA SOCIAL DEL PERSONAL

Me comprometo completamente con OEZSA en las siguientes maneras:

1. Estaré presente y puntualmente al diario. Esto significa estar en mi puesto para supervisar activamente las transiciones por las mañanas, tardes, etc. Estaré listo para trabajar antes de que suene la primera campana y / o toque de despedida, durante las transiciones, al regresar de las pausas, el almuerzo, etc. Permaneceré en OEZSA todos los días estar presente para apoyar el programa después de la escuela cuando sea necesario, y participar de manera constructiva en reuniones de personal, desarrollo profesional, círculos de RJ, SST, reuniones de padres, reuniones de IEP, etc.
2. Me comprometeré a no dejar que el fracaso sea una opción para cada zapatista. 3. Esperaré que cada zapatista alcance un mínimo del 80% o más en todas las clases. Estoy comprometido con los resultados (tanto académicos como personales).
3. Siempre enseñaré y serviré a la comunidad de la mejor manera que conozco, y haré lo que sea necesario para que todos los zapatistas aprendan. Esto significa construir relaciones entre adultos y niños para que minimicemos el tiempo fuera de la clase, apoyando así a cada zapatista en la meta de no suspensiones y no referencias al CTM, RJ Coordinator o Directora fuera de clase durante todo el año escolar.
4. Voy a valorar las familias y los antecedentes culturales de las familias de nuestros zapatistas y utilizaré estos activos en nuestras aulas y la comunidad escolar.
5. Utilizaré análisis de datos regulares para planificar y ejecutar lecciones rigurosas y evaluar el progreso de nuestros zapatistas académica, conductual, social y emocional. Esto ayudará a preparar a nuestros zapatistas para el éxito en la universidad y en la vida después de la escuela secundaria. Reflexionaré, colaboraré y planificaré de forma transparente con mis colegas de forma regular. Estoy comprometido con mi propio crecimiento profesional y aprendizaje constante. Recibiré comentarios regularmente y buscaré oportunidades de desarrollo profesional.
6. Exigiré a todos los zapatistas, padres / familias, personal, partidarios de la comunidad y personas de OEZSA a las expectativas más altas.
7. Estaré disponible para nuestros zapatistas, padres / tutores / familias y colegas por teléfono, correo electrónico o en persona con comunicación constante y oportuna, dentro de las 24-48 horas de una llamada familiar. Regularmente proporcionaré a los padres / tutores / familias actualizaciones sobre el progreso de sus hijos a través del Contrato Diaria junto con comunicación diaria, monitoreo a nivel escolar, reportes de progreso y boleta de calificaciones.
8. Respetaré los derechos e intereses de todos en OEZSA independientemente de la raza, color, sexo, edad, religión, discapacidad, estilo de vida, orientación sexual, identidad / expresión de género u origen nacional o étnico para ayudar a promover un entorno de aprendizaje seguro.
9. Siempre actuaré de manera profesional cuando hable con todas las personas de nuestra comunidad escolar: colegas, padres / tutores / familias y zapatistas.
10. Me esforzaré por ser el mejor defensor del personal que pueda al modelar la excelencia y no tomar atajos para preparar a nuestros zapatistas para el éxito en la escuela secundaria, la universidad, la carrera profesional y en la vida.
11. Trabajaré incansablemente para garantizar la seguridad de todos los zapatistas bajo nuestra supervisión y cuidado.
12. Soy responsable de mi propio comportamiento. Si cometo un error, asumiré la responsabilidad, al decir la verdad, y corregir el comportamiento.
13. Defenderé incansablemente los resultados equitativos para todos nuestros zapatistas a nivel local, estatal, nacional y global.
14. Comprenderé y personificaré los Valores / Principios Básicos de OEZSA, incorporaré los 7 Suposiciones Principales, modelaré los comportamientos esperados y ratificaré los Acuerdos de Justicia Social.
15. Siempre actuaré de manera profesional cuando hable con todas las personas de nuestra comunidad escolar: OEZSA CTMs, personal del apoyo, apoyo comunitario, zapatistas, padres / familias, etc. son dignos de respeto en todo momento. Debemos estar unidos en nuestra búsqueda de la excelencia académica, respetuosos y responsables en nuestras acciones y nuestras palabras. (es decir, el uso de lenguaje profano, gritando, amenazante o degradante de cualquier tipo nunca es apropiado).

Imprimir el nombre de OEZSA CTM: _____

Firma de OEZSA CTM: _____ Fecha _____

OEZSA PARENTS/FAMILIES SOCIAL JUSTICE AGREEMENTS

We fully commit to OEZSA in the following ways:

1. We will make sure our child arrives at OEZSA everyday no later than 8:50am (Monday – Friday).
2. We will make arrangements so our child can remain at OEZSA up to and beyond dismissal in order to do whatever it takes to ensure our 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 (Friday Night Blues; Monday/Friday Homework club; Tuesday/Thursday tutoring; appropriate Saturdays) 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.
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 the commitment to excellence and understand 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 earn 230 credits within required areas of study.
13. We will make sure our child follows the OEZSA dress code.
14. We understand that we as well as 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 by telling the truth, and fixing the behavior.

Print OEZSA Parent/Guardian’s Name: _____

OEZSA Parent/Guardian Signature: _____ **Date:** _____

OEZSA Acuerdo de Justicia Social de los Padres/Guardianes

Nos comprometemos completamente con OEZSA de las siguientes maneras:

1. Nos aseguraremos de que nuestro hijo/a llegue a OEZSA todos los días, a más tardar, a las 8:50 a.m. (de lunes a viernes).
2. Haremos los arreglos necesarios para que nuestro hijo/a pueda permanecer en OEZSA hasta el despido y más allá de eso con el fin de hacer lo que sea necesario para garantizar el éxito de nuestra/o zapatista.
3. Esperamos que nuestro hijo/a gane un mínimo de 80% y un GPA de 3.0 en todas las clases.
4. Haremos los arreglos para que nuestro hijo/a venga a OEZSA los sábados apropiados.
5. Entendemos que OEZSA es administrado por su propia comunidad sin fines de lucro y que depende de la participación de la comunidad para continuar su existencia. Ofreceremos al menos 10 horas de servicio a la escuela cada año (el voluntariado incluye la asistencia a reuniones obligatorias, eventos escolares, apoyo de oficina / aula, donaciones, apoyo administrativo, etc.).
6. Si nuestro hijo/a necesita permanecer durante las horas de Reconciliación OEZSA (Friday Night Blues, lunes / viernes Homework club, martes / jueves tutoría, sábados apropiados) más de 5 veces consecutivas, asistiré a una reunión de CTM y / o Meeting Meeting Circle para diseñar objetivos para apoyar el éxito de mi hijo/a.
7. Damos permiso para que nuestro hijo/a participe en la instrucción complementaria según sea necesario (por ejemplo, excursiones, fin de semana, programa antes / después de clases y la Academia de los sábados).
8. Nos asociaremos con CTM, Apoyo del personal y Apoyo comunitario de OEZSA para ayudar a nuestro hijo/a a sobresalir en la escuela, tanto académica como conductualmente.
9. Aseguraremos que nuestro hijo/a complete la tarea todas las noches. Nos aseguraremos de que la tarea sea de la mejor calidad. Le pediremos actualizaciones regulares sobre el progreso de nuestro niño.
10. Nos pondremos a disposición de nuestros niños y la escuela y respetuosamente abordaremos cualquier inquietud que surja con respecto a nuestro hijo/a. Nos reuniremos regularmente con CTM y / o el personal apropiado / Apoyo comunitario para analizar el progreso de nuestro niño.
11. Si nuestro hijo/a va a llegar tarde o se ausenta de la escuela, llamará a la oficina la mañana de la tardanza o ausencia.
12. Apoyaremos a nuestro hijo/a en el compromiso con la excelencia y comprenderemos lo siguiente significa que no habrá participación en la ceremonia de graduación, actividades relacionadas con la graduación y posiblemente tiempo adicional más allá de los 4 años promedio de la escuela secundaria para obtener un diploma: un GPA inferior a 2.0; más de 5 referencias / año; más de 1 suspensión / año; falta de ganar 230 créditos dentro de las áreas de estudio requeridas.
13. Nos aseguraremos de que nuestro hijo/a siga el código de vestimenta de OEZSA.
14. Entendemos que tanto nosotros como nuestros hijos debemos respetar los derechos e intereses de todos en OEZSA, independientemente de la raza, color, sexo, edad, religión, discapacidad, estilo de vida, orientación sexual, identidad / expresión de género u origen nacional o étnico a ayudar a promover un ambiente de aprendizaje seguro.
15. Siempre actuaremos de manera profesional cuando hablemos con todas las personas de nuestra comunidad escolar: OEZSA CTM, Apoyo al personal, Apoyo a la comunidad, Zapatistas, compañeros padres / familiares, etc. son dignos de respeto en todo momento. Debemos estar unidos en nuestra búsqueda de la excelencia académica, respetuosos y responsables en nuestras acciones y nuestras palabras. (es decir, el uso de lenguaje profano, gritando, amenazante o degradante de cualquier tipo nunca es apropiado).
16. Ayudaremos a nuestro hijo/a a prepararse para la universidad y la vida después de la escuela secundaria, apoyándolo y alentándolo a adherirse a los acuerdos de Justicia Social.
17. Somos responsables de nuestro propio comportamiento, así como de nuestro hijo/a. Si se comete un error, asumimos la responsabilidad diciendo la verdad y arreglando el comportamiento.

Imprimir OEZSA Nombre del padre / tutor: _____

Firma del Padre / Tutor OEZSA: _____ Fecha: _____

OEZSA NEUTRALITY AGREEMENT

1. I understand that *Oakland Emiliano Zapata Street Academy* is a place where gang/ turf affiliations, issues, conflicts, etc have no place. I will not involve myself in any of these things because I understand that I am putting myself (and others) in danger of becoming victims of violence. By engaging in risky behaviors such as gang/turf affiliation, I understand that the OEZSA community’s response to my choice may be mandatory referral to programs for assistance, suspension or a referral to the Disciplinary Hearing Process where I may be expelled from the Oakland Unified School District.

2. I will respect the dress code and that the school will use its own discretion in prohibiting items such as rosaries, certain colors, and other items known to be associated with gang/turf life. I understand that at school and school sponsored activities these behaviors and items have no place. I will avoid actions such as using hand signals or engaging in conversations that are gang/turf related because I understand that this is not the most important thing for me to be doing.

3. I understand my peers and I have more in common than we have differences and I support the idea of OEZSA being like a sanctuary. This means it is a school where all can feel safe and free from threats that undermine educational pursuits. I know the adults on this campus are my allies and my advocates and I will confide in them when I am faced with a potentially unsafe situation to receive assistance in determining a resolution.

4. I also understand that if I have made the choice to no longer be gang/turf affiliated that there are adults on campus who can refer me to outside organizations to help me avoid conflicts in school and outside of school.

Print Zapatista Name: _____

Zapatista Signature: _____ Date: _____

Print Parent Name: _____

Parent Signature: _____ Date: _____

***Parent Signature acknowledges an understanding of the agreement between Zapatista & OEZSA**

OEZSA ACUERDO NEUTRALIDAD

1. Yo entiendo que *Oakland Emiliano Zapata Street Academy* es un lugar donde las afiliaciones de pandillas, problemas, conflictos, etc. no tienen lugar. No me involucraré en ninguna de estas cosas porque entiendo que me estoy poniendo (y otros) en peligro de ser víctimas de la violencia. Al participar en conductas riesgosas como la afiliación a pandillas / territorios, entiendo que la respuesta de la comunidad OEZSA a mi elección puede ser una referencia obligatoria a programas de asistencia, suspensión o una referencia al Proceso de Audiencia Disciplinaria donde pueda ser expulsado del Distrito Escolar Unificada de Oakland.

2. Yo respetaré el código de vestimenta y la escuela usará su propio criterio para prohibir artículos como rosarios, ciertos colores y otros artículos que están asociados con la vida de pandillas / territorios. Entiendo que en las actividades patrocinadas por la escuela y la escuela estos comportamientos y elementos no tienen lugar. Evitaré acciones como usar señales con la mano o participar en conversaciones que estén relacionadas con pandillas / territorios porque entiendo que esto no es lo más importante para mí.

3. Yo entiendo a mis compañeros y que tengo más en común que diferencias y apoyó la idea de que OEZSA sea como un santuario. Esto significa que es una escuela donde todos pueden sentirse seguros y libres de amenazas que socavan las actividades educativas. Sé que los adultos en este campus son mis aliados y mis defensores y confiaré en ellos cuando me enfrente a una situación potencialmente insegura para recibir ayuda para determinar una resolución.

4. Yo también entiendo que si tomé la decisión de no seguir siendo afiliado a pandillas / territorios, hay adultos en el campus que pueden referir a organizaciones externas para ayudarme a evitar conflictos en la escuela y fuera de la escuela.

Imprimir Nombre zapatista: _____

Firma zapatista: _____ Fecha: _____

Nombre del padre impresor: _____

Firma del padre: _____ Fecha: _____

*** Firma del padre / madre reconoce el entendimiento del acuerdo entre Zapatista y OEZSA**

School Site Council Membership Roster

School Name: Street Academy

School Year: 2023-2024

Chairperson : ROBERT YOUNG	Vice Chairperson: JIM SHAFFER
Secretary:	

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Robert Young				X		
Jim Shaffer			X			
Jonathon Overmeyer					X	
Rosa Diaz					X	
Bukola Lawal		X				
Maydeli [REDACTED]						X