

Measure N Implementation Narrative

Implementation Successes

What are some implementation successes that you'd like to lift up and share with others?

Workforce Wednesdays (Measure N Design Feature # 3):

- 100% of students enrolled in internships;
- GLOakland (Going Global) trip to Guatemala in July 17

Get Informed Fridays (Peer-led academic research, presentation, and discussion - (Measure N Design Feature #2)

- Well defined schoolwide assignment and rubric developed collaboratively with Teachers, Principal, and Board Academic Committee. designed in PLC;
- Emerging implementation of schoolwide google classroom to collect student work and evaluation data. (this is how we collect evidence for Measure N);
- Schoolwide implementation of Get Informed Fridays facilitated by students, schoolwide use of Evaluation & Scoring Document for GIF
- In support of Graduate Capstone project, students get to present up to 9 times per year in all grades;

Vertical Articulation of Student Competencies - (Measure N Design Feature #1)

- GIF - Get Informed Fridays ideally gives a student up to 30 opportunities (from 9th-12th grade) to present to their peers and teachers before having to present to the community for their 12th grade year Senior Graduate Capstone project.
- There is a common tool (GIF Rubric; Schoolwide Evaluation & Scoring Document) providing clarity for students and teachers about what good presentations at Stree Academy looks like. This is also in alignment with our ESLRs
- Consistent Participation in the Alt Ed Collaborative facilitated by OUSD Department of Teaching and Learning in all content areas.
- Humanities Department PLC
- Schoolwide observation of June Jordan School for Equity to explore instructional strategies that support social justice instruction.

How do you know you were successful (evidence, data)?

Workforce Wednesdays (Measure N Design Feature # 3):

- Partnership agreements w/ _# of organizations in nonprofit industry sector;
- 2 Students participated in international travel project to Brazil last summer; 5 students will be going to Guatemala w/ GLOakland this summer.
- 100% of students enrolled in an internship according to Master Schedule; Workforce Wednesday hours logs, Internships & College Readiness Coordinator's site visits

GIF - (Measure N Design Feature #2)

- 3 of 7 teachers utilize school wide Google Classroom to collect student digital presentations for GIF;
- 100% of students participate in Get Informed Fridays (GIF);
- 100% of teachers facilitating Get Informed Fridays in all core academic classes;
- 100% of students have presented and facilitated a Get Informed Friday presentations.

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Vertical Articulation of Student Competencies - (Measure N Design Feature #1)

- Collaboratively designed GIF Presentation Rubric Draft (being piloted in 1 class)
- Collaboratively designed Evaluation & Scoring Document for GIF - Get Informed Fridays
- All Teachers meet once/month PLC led by SAF Board Academic Committee member focused on Get Informed Fridays

Implementation Challenges

<p><i>What are some implementation challenges you encountered this first year of implementation?</i></p>	<p>Workforce Wednesdays (Measure N Design Feature # 3): - Need to improve communication structure between school and community based organizations regarding student progress and attendance</p> <p>Get Informed Fridays (Peer-led academic research, presentation, and discussion) - (Measure N Design Feature #2) - All teachers are not using google classroom to collect student work and evaluation. - Teachers who are using google classroom are not using it in the same way for schoolwide consistency around work collection and evaluation. - Students are composing slides and presenting, but there is little explicit instruction happening to support quality work.</p> <p>Vertical Articulation of Student Competencies (Measure N Design Feature #1): -Use of PLC time is inconsistent because: 1)Principal is not present 100% of the time(calendar, scope of work & evidence; LASW protocols); 2)Finding balance between unstructured time to accomplish essential tasks; 3)Novice teachers cannot take on leadership in PLC; 4)RJ PLC is underdeveloped; (New RJ Coordinator still in training)</p>
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<p><i>How do you know these were challenges (evidence, data)?</i></p>	<p>Workforce Wednesdays (Measure N Design Feature # 3): -Poor submission of student timesheets -Grades of Incomplete, NC (No Credit) for a total of about 30 students as a result of poor submission rates for student timesheets</p> <p>Get Informed Fridays (Measure N Design Feature #2): - Student work is not uploaded (sporadic) in Google Classroom - Teacher voicing concern about losing instruction time as a result of schoolwide implementation of GIF</p> <p>Vertical Articulation of Student Competencies (Measure N Design Feature #1): - To date we have not completed a Looking At Student Work cycle for GIF - To date we have not revised the current Graduate Capstone Rubric for final writing product only for final presentation product</p>
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Learning and Moving Forward

What did you learn?

Workforce Wednesdays (Measure N Design Feature # 3):

100% of students are enrolled in a cohort internship or individual internship. Challenges arise around inconsistent attendance, student behavior issues and low timesheet turn in rates resulting in low credit accrual. Nonprofit partners are excited to mentor youth but year long participation in the internships may be too ambitious.

Get Informed Fridays (Measure N Design Feature #2):

Workforce Wednesdays has increased opportunity for teacher collaboration time and the development of consistent Professional Learning Communities however, collective accountability structures and priorities need to be more clearly defined.

Vertical Articulation of Student Competencies (Measure N Design Feature #1):

Attendance and participation in the OUSD Alternative Education Collaborative has been consistent, teachers across school sites are developing relationships and sharing expertise thus eliminating teacher isolation often experienced at small schools. Teachers in all content areas engage in the cycle of inquiry with Alt Ed Collaborative but do not in our own on site Professional Learning Communities.

Other:

- The rising cost of living in the Bay Area negatively impacts teacher and student retention. Poor teacher and student retention in such a small school is detrimental to student academic progress, teacher development and positive school culture and climate.

<p><i>How are you revising your strategies and pathway development work going forward based on what you learned?</i></p>	<p>Keeping our equity imperative at the center is our first step in moving our Pathway development work forward: The most important equity imperative to address at Street Academy is establishing a relevant and rigorous social justice program across content to create an educational experience for the students that will allow them to address institutional oppression at higher learning institutions and beyond. In the next three years, we must create a cross-content rubric that will address critical skills that the students will demonstrate in their culminating senior project presentations as well as end of the year internship expositions. We will see high levels of student engagement, an improvement in critical thinking skills as seen in writing samples and academic discussions, and quality senior project presentations and essays.</p> <p>Workforce Wednesdays (Measure N Design Feature # 3):</p> <p>-Yet to be implemented - App for collecting data around attendance and success at Workforce Wed? Google Form /Reflection weekly on Thursday afternoon CTM; Internships & College Readiness Coordinator to distribute roll sheet; communicate w/ partners to confirm attendance, troubleshoot</p> <p>Get Informed Fridays (Measure N Design Feature #2) & Vertical Articulation of Student Competencies (Measure N Design Feature #1):</p> <p>-Need to strengthen our ILT - Instructional Leadership Team to inform the work of the Street Academy Foundation Board Academic Committee to develop professional learning plan, debrief PLC & plan week-to-week agendas, calendar, scope of work & evidence; LASW protocols</p> <p>Other:</p> <p>- Better use Socia Emotional Learning tools - Implement & practice Transformative Life Skills & Restorative Justice with fidelity with adults so adults are better able to use it with students. Support with lots of training and reflection. Collaborate with RJTI to create a professional learning plan.</p>
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2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1. ABOUT THE SCHOOL

Complete this by: **December 16, 2016**

Instructions:

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

School: Street Academy

School ID: 313

1A. School Description

The vision of Oakland Emiliano Zapata Street Academy (OEZSA/Street Academy) is to prevent drop/push outs by providing youth a small, safe high school with a social justice focused, college preparatory education. Youth placed at high risk due to a variety of social determinants can work hard for a "second chance" to earn a diploma here. Curriculum is designed to challenge, engage, and prepare our youth to graduate ready for college, career or job. All students are enrolled in A-G required courses during the core day. In the afternoon, class schedules are tailored to the individual needs of students. Afternoon program provides credit recovery, enrichment and/or extracurricular activities such as fine or physical arts and tutoring. Every student participates in our Social Justice & Community Organizing Pathway by engaging in meaningful work-based learning opportunities in the nonprofit industry on Workforce Wednesdays.

Street Academy teachers ascribe to the philosophy of what Enrique Trueba refers to as "pedagogical optimism." This is the belief that, through education, we can make the world a better place. All students are required to complete 60 hours of community service, and all are enrolled in A-G required classes which includes our A-G approved Ethnic Studies courses. We are the "Street" Academy because education happens or should happen inside and outside of the classroom. Students learn by doing. Presentation skills are refined through participation in Get Informed Fridays, political consciousness raising activities and reflection. Students earn Political Action Units by participating in these political consciousness raising activities and community organizing events. Once a senior, all must complete a rigorous English 4 Senior Action Research Project. Through participation in restorative justice talking circles, students develop empathy and learn to challenge viewpoints respectfully as participants in debate and other structured academic discussions.

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

In addition, CTM and staff rely on their training in the principles of Restorative Justice talking circles to build community and to establish alternative ways to repair harm while simultaneously addressing the social emotional needs of youth through Transformative Life Skills (dynamic mindfulness). This combination contributes to an intentional school culture and climate where violence is rare. Since its inception in 1973, Street Academy has averaged 1-2 fights per year.

1B. School Mission and Vision

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

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

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

RESPONSIBILITY: Students are inspired by culturally relevant curriculum emphasizing social justice.

UNITY: Since 1973 the Street Academy community has remained united in the struggle to provide exceptional education for all students. We celebrate our diversity through our unity as a Street Academy family.

Consistent with Street Academy’s founding purpose, our educational philosophy states that we believe education must accomplish the following:

- Education today must challenge our youth to recognize that a fundamental goal of learning has always been and continues to be: “Know Thyself.” This concept means that we must all accept that individuals are unique, physical, mental, and spiritual beings and that we are also interrelated and mutually dependent on each other for survival. Self knowledge also makes the student aware that s/he is a part of a cultural and her/ historical reality which will continue to shape not only her/his own life and future, but the lives of future generations.
- Education today must inspire young people to struggle for change in themselves and in their society. Viable alternatives to violence, materialism, and alienation must be offered. Above all, education must help young people to put into action the ideas and values which can transform their lives in visible ways.
- Education must be conducted in a fashion where adults and young people are participants in the learning process, where teachers are students and students are teachers; where the experiences of young people are a vital part of the school curriculum; and where young people in fact have substantial influence on this curriculum.
- Education must challenge the students to recognize their responsibilities to their families, their community, and their world. Such an education will reinforce these ties by incorporating parents and community members into its operations and into its curriculum.
- Education should focus on creating responsible, self-determined, successful, and empowered individuals. The goal of the Street Academy will be fulfilled if the students educated here become the leaders, parents, innovators, and the creators of a tomorrow free of the social, cultural, and economic strife which has dictated and shaped so many of the harsh realities which determine the lives of students today.

1C. School Multi-Year WASC Goals

<i>Length of WASC Accreditation:</i>	5 years	<i>Last WASC Self-Study:</i>	2013-14	<i>Next Self-Study:</i>	
Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.					LCAP Goal Category
Continued implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extra-curricular activities.					1: Graduates are college and career ready.
Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.					2: Students are proficient in state academic standards.
Work with OUSD to acquire funds to support Educationally Related Mental Health Supports					5: Students are engaged in school everyday.

1D. School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	50.0%	50.0%	90.0%	TBD	22.4%	TBD	14%	0.0%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	46.9%	1.0%		36.7%			0	2.0%	TBD

1E. School Performance Data

Indicator	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Linked Learning Pathways (All Students)	0.0%	0.0%			1	41.8%
Linked Learning Pathways (Grade 10)	0.0%	0.0%	0.0%	0.0%	1	58.1%
Graduate Outcomes	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Four-Year Cohort Graduation Rate (All Students)	32.3%	14.3%			TBD	TBD
Four-Year Cohort Dropout (All Students)	48.4%	60.7%			TBD	TBD
Four-Year Cohort Dropout (English Learners)	25.0%	71.4%			TBD	TBD
Four-Year Cohort Dropout (SPED)	0.0%	33.3%			TBD	TBD
Percent of Students Leaving	15.5%	13.0%	TBD	TBD	TBD	TBD
On Track to Graduate (Grade 9)	TBD	8.0%	25.0%	0.0%	0	TBD
On Track to Graduate (Grade 10)	TBD	0.0%	2.9%	0.0%	0	TBD
On Track to Graduate (Grade 11)	TBD	0.0%	0.0%	3.4%	0	TBD
On Track to Graduate (Grade 12)	TBD	25.0%	11.1%	0.0%	0	TBD
A-G Completion (Grade C or Better)	0.0%	0.0%	30.0%	TBD	1	TBD
A-G Completion (African American Students)	0.0%	0.0%	0.0%	TBD	0	TBD
A-G Completion (Special Education Students)	0.0%	0.0%	0.0%	TBD	0	TBD
A-G Completion (English Learners)	0.0%		0.0%	TBD	0	TBD
A-G Completion (Foster Youth)	---	0.0%		TBD	0	TBD
Post-Secondary Readiness	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
AP Course Access (All Students)	2.7%	1.2%	1.0%	TBD	0	TBD
AP Course Access (African American Students)	0.0%	0.0%	0.0%	TBD	0	TBD
AP Exam Pass Rate (Score of 3 or Better)				TBD	0	TBD
% of Seniors with GPA > 3.5	3.6%	0.0%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 11	15.2%	8.3%	TBD	TBD	TBD	TBD
Average SRI Reading Level, Grade 12	TBD	TBD	TBD	TBD	TBD	TBD

Dual Enrollment with Community College	----		TBD	TBD	TBD	TBD
Dual Enrollment (Grade C or Better)	TBD	TBD	TBD	TBD	1	TBD
Number of Students Enrolling in Four-Year Colleges	33.3%	TBD	TBD	TBD	TBD	TBD
Number of Students Enrolling in Two-Year Colleges	33.3%	TBD	TBD	TBD	TBD	TBD
Climate and Culture	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
Chronic Absence (All Students)					0	TBD
Chronic Absence (Special Education Students)					0	TBD
Chronic Absence (Foster Youth)					0	TBD
Suspension Rate	0.0%	0.0%	0.0%	0.0%	TBD	TBD
No Suspensions (African American Males)	100.0%	100.0%	100.0%	100.0%	1	TBD
No Suspensions (Foster Youth)	100.0%	100.0%	100.0%	100.0%	1	TBD
California Healthy Kids Survey Parent Participation Rate	30.7%	14.7%	14.7%	22.7%	TBD	TBD
Rigorous Academics	13-14 School	14-15 School	15-16 School	16-17 School	15-16 District Average	15-16 State Average
English Learner Reclassification Rate	0.0%	8.3%	0.0%	TBD	0	TBD
Long Term English Learner Reclassification Rate	0.0%	11.1%	0.0%	TBD	0	TBD
SBAC Proficiency (ELA)	n/a	8.1%	TBD	TBD	0	TBD
SBAC Proficiency (Math)	n/a	0.0%	TBD	TBD	0	TBD
% of Students At or Above Grade Level in Reading Proficiency (SRI)	19.4%	18.9%		TBD	0	TBD

2. NEEDS ASSESSMENT *(three-year cycle)*

Complete this by: December 16, 2016

2A. Schoolwide Strengths and Challenges

Instructions:	Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.		
	<ul style="list-style-type: none"> • What strengths and challenges do you see in your current data? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
Focal Area	Strengths	Challenges <i>(List all challenges impacting each focal area.)</i>	Highest Leverage Challenge <i>(List one challenge.)</i>

<p>Graduate Outcomes</p>	<p>Transcript and Credit Recovery Awareness - Students have an awareness of what they need and why they enroll in Street Academy. They request and complete credit recovery options including summer school, concurrent enrollment, APEX and a fifth year of school.</p> <p>Trimester Credit Accrual - Students who stay at Street Academy for 3+ years are meeting A-G requirements and gaining acceptance to 4 year colleges and universities at higher rates.</p> <p>We put more effort into retaining students and have seen our mobility rates decline (2012/13 school year, 104 students transitioned out of the school. In 2013 there were 80 and in 2014 there were only 12).</p>	<p>Cohort Graduation Rate: We recruit and enroll students who enter far behind in credits. Many, are counseled to take a 5th year to graduate. This skews our 4 Year Graduation Cohort rate. This year, of our 14 graduating seniors, 5 were 5th year students which impacts our data greatly with such a small school.</p> <p>Trimester Credit Accrual - Only 20-30% of all students are earning full credit (22.5 credits / trimester) each trimester.</p> <p>Opting Out - More students transferring to other schools to pursue a 190 credit high school diploma.</p> <p>College Enrollment and Persistence - Fewer students are enrolling into 2 year and 4 year colleges and attain either a 2-year AA and/or 4-year BA/BS.</p>	<p>Trimester Credit Accrual</p>
<p>Post-Secondary Readiness</p>	<p>Student Awareness - Students are aware of the importance of high school diploma and a college degree.</p>	<p>A-G Requirements - Fewer students graduating with 4 year UC requirements met (i.e. A - G).</p> <p>Early Career Exposure - Students have limited exposure to career opportunities.</p>	<p>Limited College & Career exposure</p>
<p>Climate and Culture</p>	<p>Attendance - Students transferring from other high schools attend school more regularly than before.</p> <p>Socioemotional Learning (SEL) - Students fully engage in SEL programming at Street Academy.</p> <p>School and Family Relationships - Students and families have strong relationships with adults on campus.</p>	<p>Attendance - Student attendance remains inconsistent and low despite increases relative to prior high school attendance.</p> <p>Student Academic Engagement - Student engagement is inconsistent.</p> <p>Student Behavior: Student behavior issues impede academic acceleration and achievement</p>	<p>Student Academic Engagement</p>
<p>Rigorous Academics</p>	<p>A-G Student Course Work - All students are enrolled in A-G core classes with an increasing percentage earning full credit each term.</p> <p>Student Engagement - Students are engaged with curriculum that is social justice focused, culturally relevant, active, and experiential.</p> <p>Student Verbal Proficiency - Students demonstrate higher order thinking through presentation, debate, and academic discussion.</p>	<p>Grade Level Proficiency - Students have low reading, writing and math skills (below & far below grade level).</p> <p>Quality of Senior Project - Students producing lower quality work for Senior Project (Graduate Capstone).</p>	<p>Grade Level Proficiency for African American students and English Learners</p>
<p>Pathway Development</p>	<p>All students participate in work based learning experiences by engaging in individual or cohort internships in the non profit industry.</p>	<p>Development and refinement of structures to streamline communication with community partners around student attendance and progress</p> <p>Youth development around work readiness and how it supports success after high school</p>	<p>Youth development around work readiness and how it supports success after high school</p>

2B. Schoolwide Root Cause Analysis from Measure N Design

Instructions:	<p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p>	Root Cause Analysis Primer.
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Focal Area	Highest Leverage Challenge (will autopopulate from the table above)	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Trimester Credit Accrual	1) Street Academy recruits students who are behind on credits and/or who have had unfavorable school experiences. 2) Students express the desire to "catch up on credits," but below grade level skills are such that they cannot do so at the expected pace. 3) Street Academy encourages a 5th year but students resist due to the stigma attached to not graduating "on time." 4) Students don't know how to budget finances to sustain 4 years of college; Students experience culture shock.	Building a Rigorous Academic Core: Student Conditions
Post-Secondary Readiness	Limited College & Career exposure	1) Lack of a college counselor at Street Academy for 3 years. 2) Novice teachers need adequate support to build their own capacity to counsel.	Equity/Access/Achievement
Climate and Culture	Student Academic Engagement	1) Students have experienced trauma in their lives which has impacted their behavior, ability to cope and engage in academics. 2) Many students "self medicate" as a coping mechanism. 3) Many students arrive to school hungry/stay hungry(school lunch options are low quality). 4) Teachers need professional learning around trauma informed approaches to prevent disruptions student challenges bring	Personalized Student Support
Rigorous Academics	Grade Level Proficiency for African American and English Learner students	1) SRI data shows a little over 60% of students reading below grade level and the Khan Academy math acceleration tool shows most students at least one subject behind in mathematics. 2) Staff is not trained in scaffolding, differentiation, and other acceleration strategies to meet student needs. 3) There is a lack of vertical alignment across grade levels and content areas to support student success in the senior action research paper (graduate capstone). 4) Teachers still in the early stages of development need more consistent professional learning.	Equity/Access/Achievement
Pathway Development	Youth require development around work readiness and how it supports success during and after high school	1) Our vision and mission at Street Academy is to recruit students who have fallen behind and get them on track to college. They fall behind as a result of a variety of social determinants. Students require training to acquire soft skills, professionalism and skills necessary for work based success	Work-Based Learning

2C. Current Strategy Analysis

Instructions:	<p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p>			
Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness	
Schoolwide Instructional Improvement Strategy:	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction	Not Yet	Yes	<p>Teachers consistently attend and participate in Alt Ed Collaborative PDs (disciplinary PLCs and Design Labs). Admin observed improvement in math instruction/lessons particularly around group work, use of manipulatives and Common Core alignment.</p> <p>The master schedule allows time embeded into the school day for teacher collaboration on Workforce Wednesdays when all students are enrolled in individual and cohort internships.</p> <p>Teachers lack capacity to lead Wednesday PLC on their own particularly when effective structures have not been modeled impedes effectiveness.</p> <p>Teachers utilize Critical Friends protocol to support collegiality, problem solving and capaicity building in monthly PLC</p>
Culture & Climate Improvement Strategy:	Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.	Not Yet	Yes	<p>Teachers consistently attend and participate in monthly PLCs focused on supporting holistically;</p> <p>There is self-reported growth in CTM competencies according to CTM self-assessment tool;</p> <p>Majority of CTM report that "advisory" responsabilites feel more manageable. Improvements also noted in admin observations</p> <p>Challenges arise around equal engagement and contribution. This challenge is being addressed by the formation of committee structures and clearly defined tasks and roles for each committee.</p>
Pathway Development Strategy:	Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students, 9th, 10th, 11th, and 12th, specifically in the non-profit sector.	Yes	Yes	100% enrollment in Cohort or Individual internships grades 9-12;
Design Feature #1 (New/Emerging):	Vertical Articulation of Student Competencies and Senior Project/Graduate Capstone Rubric Engage in teacher PLCs to identify school-wide core student competencies (e.g. using textual evidence), develop a Senior Project/Graduate Capstone rubric, and do vertical articulation work to ensure that all students are capable of producing a high quality piece of work for their Senior Project/Graduate Capstone in their 4th or 5th year.	Not Yet	Not Yet	PLCs focused on Get Informed Friday. Evaluation and Scoring document finalized and shared school wide. GIF presentation rubric completed but still in draft form. GIF Rubric being piloted and vetted in 11th grade Algebra 2 class

Design Feature #2 (New/Emerging):	Current Events Friday/Get Informed Fridays (GIF) - Implement Current Event Fridays across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels.	Yes	Not Yet	Increased student engagement with Get Informed Fridays (GIF), especially with student presentations Additional data sources and data still need to be collected (e.g. student writing samples/presentation slides) Looking at student work protocols need to be established and implemented via Wednesday PLC. Schoolwide Google Classroom created to make digital submissions by students easily accessible. There is inconsistency of use
Design Feature #3 (New/Emerging):	Workforce Wednesday & On-Site/Off-Site Internships-Implement Social Justice Careers 101 course for 9th graders and individual and cohort internships for 10th, 11th, and 12th graders. One key set of on-site student internships will be the Peer Tutoring Program, where Street Academy students serve as personalized supports within core classes and the 2-Week Accountability Cycle.	Not Yet	Not Yet	Social Justice Careers class did not happen due to loss of funding for BAY Peace community partner. Collaboration would not be sustainable. Peer tutoring internship did not happen due to lack of capacity to support and train youth. We anticipate full implementation of peer tutoring program for the 17/18 school year.
Signature Element #1 (Established):	Counselor Teacher Mentor (CTM) - Advisory model applying core tenets of socio-emotional learning (SEL), trauma-informed practice, and Restorative Justice (RJ). Builds strong relationships between youth, adults, and families, provide academic counseling, and co-constructed student success plans created by CTMs, family members, and students.	Yes	Yes	Master Schedule embeds: 1)morning and afternoon CTM consistent meeting times. 2)CTM keep community building RJ circles each Friday morning. 3)CTM family meetings happening at the beginning of each Trimester and at the end of the school year. Academic Counseling Committee formed to support with transcript analysis and scheduling students to minimize errors and develop individualized plans for academic acceleration.
Signature Element #2 (Established):	2 Week Accountability Cycle - Bi-monthly cycle in which 1) academic progress reports provided to students and families 2) CTMs call and talk to families about their child's academic progress and 3) CTMs meet with students to place personalized supports (e.g. tutoring, intervention) in place.	Yes	Not Yet	Individual student progress reports are printed bi-weekly; Each Trimester student progress is tracked based upon percentage of students earning full credit. Student retention complicates the data collection process
Signature Element #3 (Established):	Transformative Life Skills (TLS) - Our "in class" Transformative Life Skills or "dynamic mindfulness" is integrated throughout the school to support student resiliency through development of self awareness, self management and social awareness.	Yes	Not Yet	Student retention impacts ability to collect data. Students self report that TLS does actually help. Enrollment in after school yoga program is full

3. EQUITY IMPERATIVE FOR YOUR SITE		Complete this by: December 16, 2016
<i>As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)</i>		
Equity Imperative	What will be true in three years if you continue to focus on this imperative?	
If teachers develop and implement relevant and rigorous social justice curriculum in all content areas then we will create an educational experience that empowers marginalized youth to confront and interrupt institutional oppression at higher learning institutions and beyond.	In three years students will become more enthusiastic about school, their teachers and connect with relevance of their learning experience. Students will then earn more credit and graduation rates will increase.	

4. ANNUAL SCHOOL GOALS		Complete this by: December 16, 2016
<i>Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. For each goal, enter an indicator for which you will be able to see short-term annual progress. You may choose from the drop-down list or enter your own indicator.</i>		

FOCAL AREA	Long-Term Goal for 2020	Indicator	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Credits On Track to Graduate: Increase percentage of students with credits on track to graduate by 5% each year.	On Track to Graduate	All Students	30.8% of students with credits on track to graduate	35.8% of students with credits on track to graduate	40.8% of students with credits on track to graduate	Continued implement engagement in extra
Post-Secondary Readiness	A - G Requirements - Increase percentage of students graduating with A-G requirements fulfilled by 5% each year.	A-G Completion	All Students	30% of graduates with A-G requirements met	35% of graduates with A-G requirements met	40% of graduates with A-G requirements met	Devote time for profes writing, history, scien
Climate and Culture	Student Attendance - Decrease percentage of students with a severe/moderate chronic absences by 5% each year.	Attendance Rate	All Students	TBD	TBD-5%	TBD-5%	Work with OUSD to a
Rigorous Academics	Student Reading Proficiency - Increase percentage of students at/above grade-level reading proficiency according to the SRI by 5% each year.	SRI	All Students	16% of students at/above grade-level reading proficiency	21% of students at/above grade-level reading proficiency	26% of students at/above grade-level reading proficiency	Devote time for profes writing, history, scien
Pathway Development	Career and College Exposure - Increase the average number of college and career exposure opportunities students participate in by 5% each year (e.g. student internships, job-shadowing, career exploration visits, college exploration visits, dual enrollment, concurrent enrollment, etc.)	Pathway Participation	All Students	100% of students enrolled in pathway. Only Seniors enrolled in internships	100% of students enrolled in pathway. All students enrolled in internships.	100% of students enrolled in pathway. All students enrolled in internships and engaged in multiple college and career activities	Continued implement engagement in extra

5. STRATEGIES		Complete this by: February 28, 2017	
Focused Annual Plan (FAP) Major Improvement Strategies			
Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide Mathematics Improvement Strategy:	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Culture & Climate/SEL Improvement Strategy:	Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.	Personalized Student Support	School Leadership & School Vision
Pathway Development/Implementation Strategy:	Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students, 9th, 10th, 11th, and 12th, specifically in the non-profit sector.	Work-Based Learning	Equity/Access/ Achievement
Measure N Design Features			
Identify up to three Measure N design features that support your goals.		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Vertical Articulation of Student Competencies and Senior Project/Graduate Capstone Rubric Engage in teacher PLCs to identify school-wide core student competencies (e.g. using textual evidence), develop a Senior Project/Graduate Capstone rubric, and do vertical articulation work to ensure that all students are capable of producing a high quality piece of work for their Senior Project/Graduate Capstone in their 4th or 5th year.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #2:	GIF - Get Informed Friday - Implement Get Informed Fridays current event /content based student presentations across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement

Measure N Design Feature #3	Workforce Wednesday & On-Site/Off-Site Internships - Implement Social Justice Careers 101 course for 9th graders and individual and cohort internships for 10th, 11th, and 12th graders. One key set of on-site student internships will be the Peer Tutoring Program, where Street Academy students serve as personalized supports within core classes and the 2-Week Accountability Cycle.	Work-Based Learning	Equity/Access/ Achievement
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Signature Elements (Established Practices)

<i>Identify up to three established signature elements that support your goals.</i>		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Counselor Teacher Mentor (CTM) - Advisory model applying core tenets of socio-emotional learning (SEL), trauma-informed practice, and Restorative Justice (RJ). Builds strong relationships between youth, adults, and families, provide academic counseling, and co-constructed student success plans created by CTMs, family members, and students.	Personalized Student Support	Equity/Access/ Achievement
Signature Element #2 (Established):	2 Week Accountability Cycle - Bi-monthly cycle in which 1) academic progress reports provided to students and families 2) CTMs call and talk to families about their child's academic progress and 3) CTMs meet with students to place personalized supports (e.g. tutoring, intervention) in place.	Personalized Student Support	Equity/Access/ Achievement
Signature Element #3 (Established):	Transformative Life Skills (TLS) - Our "in class" Transformative Life Skills or "dynamic mindfulness" is integrated throughout the school to support student resiliency through development of self awareness, self management and social awareness.	Personalized Student Support	Equity/Access/ Achievement

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES	Complete this by: February 28, 2017
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Instructions:	<p>Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.</p> <p><i>Target Student Group:</i> For each action, choose a primary student group that you expect to benefit.</p> <p><i>Title I Requirements:</i> If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers).</p> <p>REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.</p>
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Schoolwide Language & Literacy Improvement Strategy:	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction
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Strategic Action	Associated LCAP Action Area (required for all funded actions)	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
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Hire Contractor (s) to facilitate professional learning, coaching & feedback cycles focused on: academic acceleration	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure N	\$5,000.00	5825	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction	
Teacher Leader Stipend for Humanities Department lead in social justice curriculum development	A1.3: A-G Completion	All Students	Title I: Basic	\$500.00	5825	Teaching PLCs -	Teacher PD
All Teachers participate in bimonthly Professional Learning as part fo the Alternative Education Collaborative & Design Team Meetings	A2.5: Teacher Professional Development for CCSS & NGSS	All Students				Teaching PLCs - in PLCs to build	
GIF Get Informed Fridays Schoolwide "current events" student presentations	A3.2: Reading Intervention	All Students				GIF - Get Informed Friday - Implement Get Informed Fridays current event /content based student presentations across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels	

Summer Academic Recovery & Intervention (Rising 9th & 10th)	A1.3: A-G Completion	All Students	Measure N	\$3,000.00	5825	2 Week Accountability Cycle - Bi-monthly cycle in which 1) academic progress reports provided to students and families 2) CTMs call and talk to families about their child's academic progress and 3) CTMs meet with students to place personalized supports (e.g. tutoring, intervention) in place.
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Schoolwide Mathematics Improvement Strategy: Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions							
Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
All Teachers participate in bimonthly Professional Learning as part of	A2.5: Teacher Professional Development for CCSS & NGSS	All Students				Teaching PLCs - in PLCs to build	
Extended Contract for Teacher Leader to facilitate Math PLC to implement Math Intervention Development Strategy	A2.5: Teacher Professional Development for CCSS & NGSS	All Students	Measure N	\$500.00	5825	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions	

Summer Academic Recovery & Intervention (Rising 9th & 10th)	A1.5: Summer Learning	All Students	Measure N	\$3,000.00	5825	2 Week Accountability Cycle - Bi-monthly cycle in which 1) academic progress reports provided to students and families 2) CTMs call and talk to families about their child's academic progress and 3) CTMs meet with students to place personalized supports (e.g. tutoring, intervention) in place.	

Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.							
Culture & Climate/SEL Improvement Strategy:							
Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Contract w/ Niroga Yoga Institute to provide coaching & feedback cycle for effective implementation of Transformative Life Skills trauma informed personalized student supports	A5.2: Health and Wellness (Mental & Physical Health)	All Students	Measure N	\$8,000.00	5825	Transformative L	
Contract w/ RJTI to provide coaching & feedback cycle for effective implementation of Restorative Justice as a trauma informed personalized student supports	A2.2: Social Emotional Learning	All Students	Measure N	\$3,000.00	5825	Counseling & Me	
Fund community based empowerment trainings for family's (ie; ACTP, project reconnect, journey for justice alliance, circle keeper trainings)	A6.1: Parent / Guardian Leadership Development	African-American Students	Title I: Basic	\$500.00	5825	Counselor Teach	Family Engagement
Purchase supplies, curriculum, SEL supports for summer academic recovery & intervention	A1.5: Summer Learning	All Students	Title I: Basic	\$1,500.00	4310	Vertical Articulation	Differentiation for Low-Performing Students

Pathway Development/Implementation Strategy: Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students, 9th, 10th, 11th, and 12th, specifically in the non-profit sector.							
Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Maintain full time Internships & College Readiness Coordinator	A1.1: Pathway Programs	All Students	Measure N	\$50,000.00	5825	Workforce Wedn	
Extended Contracts for non profit industry sector partnerships to provide cohort internship work based learning experiences	A1.1: Pathway Programs	All Students	Measure N	\$15,000.00	5825	Workforce Wedn	
100% student enrollment in individual and cohort internships on Workforce Wednesdays	A1.1: Pathway Programs	All Students	Measure N	see above	5825	Expansion of Wo	
All students signed up for and CTM proficient in use of Californiacolleges.edu	A1.3: A-G Completion	All Students				Counseling & Me	
2nd Tuesday Family Circles & College Readiness focus (ie: FAFSA Nights)	A6.1: Parent / Guardian Leadership Development	All Students				Counselor Teach	

Strategic Actions for All Other Strategies (including Measure N Design Feature and Signature Element Strategies)							
Strategic Action	Associated LCAP Action Area	Primary Target Student Group for This Action	If this requires funding, what is the funding source?	Dollar Amount or FTE Allocation	Object Code	Which strategy does this practice support?	Title 1 Requirement Addressed by Practices (if any)
Fund supplies and provide stipend for teacher led family works	A6.5: Academic Parent-Teacher Communication & Workshops	All Students	Title I: Parent Participation	\$412.00	4310	Counselor Teach	Family Engagem
Chromebook/technology purchases/repairs to improve student access to curriculum, online credit recovery options, State testing, etc.	A1.3: A-G Completion	All Students	Title I: Basic	\$4,000.00	4420	GIF - Get Informe	Differentiation for
Pay substitutes to support peer-to-peer teacher observation and feedback cycles	A2.1: Implementation of CCSS & NGSS	All Students	Title I: Basic	\$4,500.00	5825	GIF - Get Informe	Differentiation for
Fund CTM stipend to compensate additional advisory responsibilities (CTM extended contracts, home visits, committee work, teacher leader)	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students	Measure N	\$9,000.00	5825	Counseling & Me	
Youth Speaks Teacher in Residence Program to support literacy development in ELA writing courses & after school program SLAM Club	A2.1: Implementation of CCSS & NGSS	English Learners	Title I: Basic	\$5,000.00	5825	Vertical Articulation	Differentiation for

SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

Instructions:	KEY:
Please complete this self-assessment for your school.	1: <i>Beginning & Designing</i>
Click here for the full Measure N rubric.	2: <i>Developing & Approaching</i>
	3: <i>Meeting and Advancing</i>
	4: <i>Excelling and Sustaining</i>

1. SCHOOL LEADERSHIP AND VISION	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Mission and Vision	2+	2+	2+	-We have a clear vision and mission but rigorous implementation across work based learning experiences varies. This will improve with more collaboration between school & community based organization, teachers and Internships & College Readiness Coordinator -Our pathway work is mostly a collaboration between Internships & College Readiness Coordinator and Humanities Lead CTM. - Internships & College Readiness Coordinator participates in work based learning collaborative regularly. Curriculum integration and CTM collaboration focused on Social Justice and Community Organizing focus is inconsistent.	An influx of new staff who believe in the mission and vision, work cooperatively meeting three times a week and the majority of new staff participate in the design team consistently. The large amount of new staff has also stalled distributive leadership. As new staff get oriented, leadership will be more distributive Street Academy is both a school and organization run by a board of committed volunteers who have a deep history with the school.	- There are multiple, systemic issues influencing our school's ability to retain as well as to recruit more experienced teachers to work with our high needs population of youth. 1) Our teachers take a pay cut to maintain small class sizes. 2) There is currently a teacher shortage that other school sites are experiencing as well so we are recruiting teachers with little to no experience. 3) Inexperienced teachers are challenged to confront intensified issues in the classroom ranging from below grade level academic skill sets and coping skills to
Leadership Configuration	1	1	2			
Distributive Leadership	2+	1	2			
2. EQUITY, ACCESS AND ACHIEVEMENT	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Open Access and Equitable Opportunities	3	3	3-	- 100% of students are enrolled in work based learning experiences. - We want to increase the number of students participating in concurrent and dual enrollment	In our research, we have found that students need improvement in the following areas: 1) grade-level skills 2) in critical thinking grounded in relevant text/sources (evaluating text, power analysis, etc) 3) motivation to succeed in school while out of school stressors challenge engagement 3) grounded in your own unique experience textual reality of their school s and communities; active participants in determining what /how the texts 3) exposure to multiple narratives from multiple perspectives make logical arguments, participate in public discussions; students are not motivated towards innovative collectivity or inno struggle for something different and something better for their community and themselves;	There are multiple, systemic issues that influence the demographics of our student population including implementation of No Child Left Behind, Teacher shortages and Zero Tolerance policies.
Diverse Student Representation	2+	2+	3-			
Closing the Opportunity Gap	2+	2	3-			
3. PROGRAM OF STUDY AND MASTER SCHEDULING	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Pathway Theme	1	2	3	- Social Justice & Community Organizing has been an informal school focus for years but this year became more fully integrated with work based learning experiences for all -Conditions are now set up due to embedded teacher PLC, planning and collaboration time to develop integrated curriculum -All teachers in all content areas infuse social justice themes in their classrooms by participation in Get Informed Fridays/Current Events Fridays when students research various social justice issues associated with math, science, etc, create a digital presentation and lead academic discussion with their peers about the controversial	We aim to develop work based learning opportunities for youth centered around Social Justice & Community Organizing. Although we have not had an official pathway in the past, we have always had a strong social justice theme so some of the infrastructure is already in place. Because the size of the school cohort scheduling has always been a challenge.	The number one industry in Oakland is non profit organization. It is vital students understand this industry, why it exists in Oakland and how it impacts them.
Integrated Core	1	1	2			
Cohort Scheduling	1	2-	2			
4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Rigorous, Relevant and Integrated Learning	2	2	2+	- Teachers collaborate on Get Informed Fridays Literacy intervention promoting highly engaging content and student choice - Cohort Internships via Workforce Wednesdays; Science classroom labs; math groups; social justice projects & presentations in Humanities encourage collaboration among students but the additional collaboration across classrooms and content areas is underdeveloped -We are continuing with 2 Week Accountability Cycle	Teachers meet bi-monthly to analyze student grades; issue progress reports to students and families and initiate our "2 Week Accountability Cycle" when all students are assigned to tutoring based on areas of need. Students who are passing become eligible for ZAC (Zapatista Advisory Council) as an incentive and opportunities to organize school spirit activities, earn privileges and advise on school issues. The challenge is that skill levels increase the level of frustration experienced when students are struggling to access grade level content.	Students enroll because they have had unsuccessful school experiences which results in skill deficits. Teacher retention challenges over the years have interfered with consistent professional learning focus on acceleration strategies that are aligned with Common Core/NGSS.
Collaborative Learning	2-	1	2			
5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	2014-15 Score	2015-16 Score	Current Score	Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
Sharing Best Practice	2	2	3-	-Teacher lesson/unit plans are shared via Common Curriculum to increase transparency & archiving of plans -Schoolwide Google Classroom created and all students invited to submit Get Informed Friday/Current Events digital presentations using this online platform -Use of Google Classroom provides a body of student work to use a Looking-at-student work data to inform our literacy intervention and more intentional collaboration among teachers -Google Classroom is good, but we need a better way to collect video data of students presenting in real time for more thorough analysis of student work. -Workforce Wednesdays allows for embedded time once each week for teacher PLC, collaboration, planning time and committee work -All teachers participate in OUSD Alternative Education & Teaching & Learning professional learning in content area collaboratives	Using Common Core Curriculum, staff develop and share their lessons plans for professional learning and development.	The changes in staff mean that we are in the process of building the professional skills needed to teach our population; Teacher retention
Collaboration Time	1	2	3-			
Professional Learning	2	1	3			

6. WORK-BASED LEARNING				Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
2014-15 Score	2015-16 Score	Current Score				
Types of Student Experiences	2-	1	3	<p>-100% of students are enrolled in work based learning internships happening on and off campus</p> <p>-Street Academy partnered this year with 25 different community based organizations engaged in work aligned with our pathway focus, Social Justice & Community Organizing</p> <p>-Street Academy's vision aims to re-engage those students who have had little academic success to prepare them to be college ready. Students need more training and preparation to develop soft skills, professionalism and understanding of how to handle the responsibility of a work based learning experience</p> <p>-CTM need to become more integrated into the work based learning component of our program to support success</p>	<p>Street Academy has always emphasized service learning and has created a robust English 4 Senior Action Research Project yet have struggled to expand those opportunities to span all grade levels. The design team process, new motivated teachers have created opportunity to analyze how to expand those opportunities across grade levels and content areas. We are in the process of developing more internships to support more of the student body.</p>	<p>Access for our students to internships and/or service learning opportunities have been focused mostly on Seniors. High transition rates of our population has created a strain on our efforts to expand those opportunities to lower grade levels.</p>
Pathway Outcomes	1	1	2			
Pathway Evaluation	1	1	2			
7. PERSONALIZED STUDENT SUPPORT				Current Status Data to Support Scores	Analysis of Strengths and Challenges	Root Cause(s)
2014-15 Score	2015-16 Score	Current Score				
Support of Student Needs	2+	2+	2+	<p>-Our C.A.R.E. (Continuous Accountability & Resource Engagement) team works in conjunction with CTM Counselor Teacher Mentor) to unpack impediments to student success and provide interventions such as therapy; substance abuse counseling; family counseling referrals; Friday Circle Themes, etc</p> <p>-Even with C.A.R.E team and CTM collaboration there are not enough on site resources to adequately address level of need</p> <p>-We hired a full time Internships & College Readiness Coordinator after not having a college counselor for 3 years</p> <p>-Our full time Internships & College Readiness Coordinator has been inundated with work based learning foci during first year implementation of Workforce Wednesdays</p> <p>-Despite Workforce Wednesday implementation challenges, Coordinator hosted 4 "FAFSA Nights"; multiple 1-1 sessions supporting FAFSA; college applications; brought College of Alameda for "on site" registration and course sign up supporting graduating seniors and concurrent enrollment; coordinated School Day SAT w/ 100% of juniors signing up and 80% completing the test; Facilitated 11 week Seniors' College & Careers Class (we want to have a pre-requisite class for underclassmen as well, College 101)</p>	<p>Our CTM (Counselor, Teacher, Mentor) model provides a holistic means of meeting the needs of the students and their families. We also offer case management, expanded mental health resources, restorative justice, and mindfulness. However there is never enough to meet the needs of the students. CTMs assist students in developing a college & career plan but a college counselor is needed to support this.</p>	<p>Street Academy has not had a college counselor since 2013 when the UC Berkeley TRIO program cut out support for the smaller schools. There is no training for how to be counselor.</p>
College & Career Plan	2-	2+	3			