



Oakland Emiliano Zapata Street Academy

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April 30, 2008

David Kakishiba
Board President
Oakland Unified School district
1025 2nd Avenue
Oakland, California

Dear Director Kakishiba;

A charter petition for the Oakland Emiliano Zapata Street Academy is enclosed. The petition contains the signatures of six tenured teachers who are meaningfully interested in teaching at the school. This represents seventy five percent of the teachers the school expects to employ during the 2008-2009 school year.

We have been engaged in discussions with staff of the school district as well as staff, parents, and community supporters of the school and have come to see this as a necessary step for the school. We hereby submit the petition and request that the staff and governing Board of the Oakland Unified School District review and grant the charter.

I have been selected by the group to act as the Lead Petitioner and will serve as the group's liaison for communications during the review and approval process. My address and phone number are attached.

Thank you for your continued support of the Street Academy community and its students.

Sincerely,

Betsy Schulz

Betsy Schulz
3035 Carlsen St.
Oakland, CA 94602
(510) 530-4289

Cc: David Montes de Oca


Legislative File

File ID No. 08-0962
Introduction Date 4/30/08
Enactment No. _____
Enactment Date _____
By _____

PETITION FOR THE ESTABLISHMENT OF THE OAKLAND EMILIANO ZAPATA STREET ACADEMY CHARTER SCHOOL

We, the undersigned, believe that the attached Charter merits consideration and hereby petition the governing board of the Oakland Unified School District to grant approval of the charter pursuant to the Education Code Section 47605 to enable the creation of the Oakland Emiliano Zapata Charter School. The Oakland Emiliano Zapata Street Academy Charter School agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching in the charter school.


By the Lead Petitioner:

Betsy Schulz  417 29th St Oakland, CA 94620 (510) 530-4289 4/30/08


Name (Print)	Signature	Address	Phone Number	Date
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The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Oakland Unified School District governing board.


By the Petitioners:

Tracey A. Buevas  5829 Shattuck Ave Oakland, CA 94609 510-393-3979 4/30/08


Name (Print)	Signature	Address	Phone Number	Date
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David Chen  1327 Webster St B311 Alameda, CA 94501 510-522-7337 4/30/08

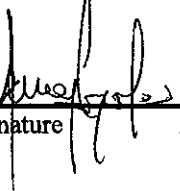
Name (Print)	Signature	Address	Phone Number	Date
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Gina Hill  10 Idlewood Dr SF, CA 94080 (510) 200-5639 4/30/08

Name (Print)	Signature	Address	Phone Number	Date
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JOSEPH MAKOKHA  26307 WHITMAN ST. #121, Hayward, CA 94544 510-676-0570 4/30/08

Name (Print)	Signature	Address	Phone Number	Date
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Jeremy Cavagnolo  1325 E. 33rd St 510-501-0092 4/30/08

Name (Print)	Signature	Address	Phone Number	Date
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Name (Print)	Signature	Address	Phone Number	Date
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Oakland Emiliano Zapata Street Academy High School

Educating Bay Area youth since 1973



Charter Application

April 30, 2008

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Street Academy Charter School Petition – 2008

I. EXECUTIVE SUMMARY

A. Overview

For 35 years the Oakland Emiliano Zapata Street Academy (known also as Street Academy) has provided an alternative for those students who do not do well or feel comfortable in traditional comprehensive high schools. Some students attend Street Academy because friends or family have recommended the school. Many come because they have dropped out or are in the process of dropping out of the Oakland Unified School District's comprehensive high schools. Despite their educational histories, Street Academy students graduate, meet A-G requirements, go to college and/or find meaningful work as teachers, nurses, youth workers, web page designers, chefs, firefighters, construction workers, and other jobs. Over the years the school has operated as a collaborative between a non-profit organization and the school district.

B. History

The Street Academy is a grandparent to the movement for small, personal, semi-autonomous urban high schools that embrace their students as both scholars and productive members of society. A year before the creation of New York's Central Park East and a number of years before charter schools, the National Institute of Education collaborated with the National Urban League to establish several model schools called "street academies" around the country. Oakland's first African-American superintendent, Marcus Foster, saw the innovative possibilities and established a community committee to work with the Bay Area Urban League to create the Oakland Street Academy in 1973. Until his untimely death, Foster personally attended this committee's meetings because of his belief in the street academy model. This commitment continued with the subsequent superintendent, Dr. Bob Blackburn, currently a Field Supervisor/Coach with the Principal Leadership Institute at the University of California Graduate School of Education, who recently described the Street Academy as the "district's most venerable and effective innovation at the high school level."

By 1978, street academies in other cities had been totally incorporated into their local school districts. However, staff and parents in Oakland believed that the Oakland Street Academy's independent but collaborative relationship with the school district was an essential aspect of the school's success. Oakland's new superintendent, Ruth Love, agreed and found the legal basis for such a relationship. In 2001, it became impossible for the Urban League to continue operating the school. At that time, the non-profit sponsor became the Street Academy Foundation.

The Street Academy's longevity, unique structure, and positive outcomes for students often attract media attention. The voices of our students and the school's philosophy have been heard on outlets ranging from ABC News, the Oakland Tribune, KPFA, Youth Radio, and in the national publication, *Education Week*.

C. Mission

Street Academy is committed to preventing primarily students of color from dropping out or being pushed out of the education system while providing access to academic success.

D. Vision

Since 1973, the Oakland/ Emiliano Zapata Street Academy has been a small, alternative high school committed to preventing primarily students of color from dropping out or being pushed out of the education system while providing access to academic success. Street Academy exists to resist race, class, and other inequalities in our public schools, in our society, and in our world.

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

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

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

Responsibility: Students are inspired by curriculum that is culturally relevant and that emphasizes social justice.

Unity: Since 1973 the Street Academy community has remained united in the struggle to provide exceptional education for all students.

E. Overview of Educational Philosophy

It is part of Street Academy's philosophy of education that an educated person in the 21st century be filled with the joy of learning, collaborative, articulate and knowledgeable about history, experiences an social issues facing one's own ethnic, national, class, gender (etc.) groups. The Street Academy's Expected School wide Learning Results (ESLRs) are directly aligned with our educational vision and philosophy. As a result of an academically rigorous and social justice infused curriculum, a variety of service learning opportunities and reciprocal teaching that is culturally relevant, students will be:

Analytical Thinkers and Effective Communicators who:

- Are aware of social and global issues to fight social injustices
- Are well-read
- Speak confidently in public
- Are able to use technology

Effective Community Leaders who:

- Understand how actions, or lack of actions, affect oneself, others, and the community at large.
- Commit to improving the conditions for themselves, their school, community, state, nation, and world
- Are filled with the joy of learning
- Are able to locate and absorb new information in a world of vastly expanded new knowledge
- Are knowledgeable about choices for education and work

Responsible Individuals who:

- Learn to value peers as assets and celebrate individual differences

- Are knowledgeable about the history, experiences, and social issues of other groups
- Are knowledgeable about the natural world
- Interact positively and resolve conflicts in non violent ways

Collaborative Workers/ Team Builders who:

- Motivate others
- Support peers and younger generations to become academically and socially responsible
- Work with a positive attitude to accomplish specific goal

F. Description of organizational team

Our organizational team is comprised of an ethnically diverse, academically qualified and credentialed staff, and our governing Board of Directors. Our Board of Directors includes community leaders from the business, academic, political and philanthropic sectors of Oakland. Each is committed to advancing the mission of the proposed school. (See Appendix 5)

G. Community support and partnerships

Street Academy has been deeply involved in and been the recipient of wonderful support from the community of Oakland. Congresswoman Barbara Lee serves on the school's advisory committee and has been an ardent supporter throughout the school's history. She helped with advocacy and fund-raising for the Street Academy as a congressional aide, state assemblyperson and as a state senator. Now she and her staff provide assistance and advice from her new position in Washington. Former California Assembly Majority Leader Wilma Chan and now Sandre Swanson, have helped in the past and currently with relevant legislative matters. Street Academy students were very active in the Mayor Ron Dellums election campaign and continue to participate on the Dellums community task forces.

Street Academy has developed relationships with many community based organizations in an effort to enhance the educational experience of our students. Some of these collaborations include Children's Hospital's FACES for the Future and Alta Bates' Youth Bridge hospital internships, Native American Health Center, American Indian Child Resource Center, WORLD (Women Organized to Respond to Life Threatening Disease), Centro Legal de la Raza, Ella Baker Center, Keith Carson's Youth Advisory Group, Niroga Yoga, Studio One, McCullum Youth Court, DESTINY Arts and UC Berkeley's Educational Guidance Center.

H. Proposed conversion to charter school

For a variety of reasons, the Street Academy community – board, parents, staff and students - has concluded that the best home for the school now resides with the growing group of urban multi-racial charter schools.

Street Academy will operate as an independent California non-profit corporation governed by a board which consists of parents, educators, non-profit professionals, community activists and attorneys. Street Academy will continue as a high school serving students in Oakland and as a model of violence-free, nurturing, urban secondary education. The school's staff, board, and parents will continue to dialogue on an ongoing basis seeking ways to further improve the school's effectiveness and rigor.

II. EDUCATIONAL PROGRAM

A. Target Population

Street Academy aims to reduce the number of low-income students of color dropping out or being pushed out of high school. Our school's population is mostly African American and Latino. Our current enrollment for the 2007-08 is 151 students in grades 9-12: 83 female and 68 male. African-American and Latino students make up the largest groups (36% and 48% respectively), followed by Native American (8%) Asian youth (6%), whites and others (2%). Approximately one of every five Street Academy students (22%) are English Learners and Spanish is the first language of 90% of these students

Sixty-seven percent of Street Academy students participate in the USDA's free-and-reduced-price lunch program. A little less than half of our students live in the poorest zip codes in the city (see chart below which is a sample of last year's incoming freshman class). In order for many to attend the school, they must take at least two buses, resulting in an hour commute each way.

Zip codes in large urban area	Number of students being served	Median income per family	Percentage of families in poverty
94621	8	\$ 30,113	26.1
94607	9	\$ 25,725	28.9
94606	3	\$ 32,616	21.8
94609	1	\$ 39,369	19.2
94605	3	\$ 51,322	13.7
94541	1	\$ 52,286	8.0
94608	2	\$ 37,152	18.7
94601	12	\$ 34,086	21.4
94619	1	\$ 56,619	9.2

Our school's target population is predominately low-income youth of color who face a number of challenges. Our students grow up amid the social problems that accompany pervasive poverty, including gang activity, drug trafficking, and high rates of youth homicide and teen pregnancy. Most of Street Academy's students have been unsuccessful as students in traditional schools. Our target population includes but is not limited to youth who are in foster care, are sexually exploited minors, are undocumented, are teen mothers or are on probation, or have been involved in some way with the juvenile justice system.

Since Street Academy students have had experiences in public education that have been alienating and defeating, our educational approach is holistic, nurturing, and rigorous. We provide the necessary support services to address the needs of those who have attended low performing schools in an attempt to eliminate the achievement gap and make college accessible. For those students who have fallen behind on credits, their learning is accelerated so that they graduate with options after high school. As stated in our mission, vision and philosophy, it is through the development of positive adult relationships, culturally relevant and social justice curriculum, and reciprocal teaching that we meet the needs of our target population. Many, if not most, Street Academy students become the first in their family to graduate from high school.

B. Philosophy and Approach to Instruction

Rationale: Statement of Philosophy: If public education is to meet the needs of young people in urban America today, an important fact must be acknowledged: our cities have become battlegrounds, our society is at war. The adversaries in this struggle are the haves and the have-nots; the haves are represented by economically affluent primarily white middle and upper class individuals, and the have-nots are members of our society who occupy the lower economic stratum and who are primarily people of color. This protracted and bitter urban civil war threatens to crush the beauty, genius, and creative forces which are present in the diverse and rich communities in our cities today and to leave our society culturally, intellectually, and spiritually impoverished for many generations to come.

Public education directly reflects the devastation wrought by this conflict. Young people feel apathetic and alienated in a society which is so obviously divided against itself. Nowhere is the result of this struggle more apparent than in the enormous dropout rates among students in all large American inner cities. Substance abuse, poor health care, broken homes, and sharp increases in pre-teen and teen pregnancy are also familiar symptoms of a society in crisis. While more and more young men die violent deaths or end up in prisons, young mothers have become a common sight in urban America. Many young people suffer from low self esteem and turn to instant gratification and materialism for inspiration, release, and social acceptance. As fewer job opportunities become available to high school graduates who can only find menial work at best, and family structure suffers, many teens today are forced to leave home at an earlier age than ever before in our country's history. A large number of young people today feel they have little control over their lives and see no future ahead except poverty or a short and glamorous life provided by drugs and money. While educators, parents, and members of the community clash over the solutions to the educational dilemma and try to patch the holes, in most school districts, the rift between those who can achieve security and success and those who cannot widens.

Until the educational community acknowledges the reality of the social forces which have shaped and continue to dictate the course of public education, **urban youth today cannot succeed within a system whose agenda is deaf and blind to their plight.** The Oakland Emiliano Zapata Street Academy is a school that recognizes the social realities which rule our society today. Despite the persistence of racism, sexism, classism, heterosexism, and other injustices, the Street Academy strives to help students reach their fullest potential.

We believe that education must accomplish the following...

1. **Education today must challenge our youth to recognize that a fundamental goal of learning has always been and continues to be: "Know Thyself."** This concept means that we must all accept that individuals are unique, physical, mental, and spiritual beings and that we are also inter-related and mutually dependent on each other for survival. Self-knowledge also makes the student aware the he/she is a part of a cultural and his/her historical reality which will continue to shape not only his/her own life and future, but the lives of future generations.
2. **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.
3. **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 over this curriculum.
4. **Education must challenge the students to recognize their responsibilities to their family, their community, and their world.** Such an education will reinforce these ties by incorporating parents and community members into its operations and into its curriculum.
5. **Education should focus on creating responsible, self-determined, successful, and empowered individuals.** The goal of the Street Academy's goals 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.

It is part of Street Academy's philosophy of education that an educated person in the 21st century be filled with the joy of learning, collaborative, articulate, and knowledgeable about history, experiences, and social issues facing one's own ethnic, national, class, gender, and other groups. The Street Academy's Expected School wide Learning Results (ESLRs) are directly aligned with our educational vision and philosophy. We utilize an academically rigorous and social-justice-infused curriculum, reciprocal teaching that is culturally relevant, and a variety of service learning opportunities in order to equip students to be:

- o *Analytical thinkers and effective communicators* who: are aware of social and global issues to fight social injustices; are well-read; speak confidently in public, and are able to use technology.
- o *Effective community leaders* who: understand how actions, or lack of actions, affect oneself, others, and the community at large; commit to improving the conditions for themselves, their school, community, state, nation, and world; are filled with the joy of learning; are able to locate and absorb new information in a world of vastly expanded new knowledge, and are knowledgeable about choices for education and work.
- o *Responsible individuals* who: learn to value peers as assets and celebrate individual differences; are knowledgeable about the history, experiences, and social issues of other groups; are knowledgeable about the natural world, and interact positively and resolve conflicts in non violent ways.

- *Collaborative workers/ team builders* who: motivate others; support peers and younger generations to become academically and socially responsible, and work with a positive attitude to accomplish specific goal.

Our school has dedicated itself to developing effective solutions to many of the problems confronting youth today. By providing a meaningful and appropriate educational program which focuses on survival skills, educational achievement, promotion of strength of character through support, counseling, and one-on-one teaching, the Street Academy succeeds in helping students take charge of their lives and become active members of their communities. Our educational program prepares students to become successful academically as well as to significantly change behavior patterns so that personal empowerment becomes a lifelong resource. Street Academy's most important educational goals are to provide students with the skills necessary to overcome obstacles to achievement and success, and to help them accept and take an active role in shaping a community which will be dedicated to changing the gross inequality which is at the heart of our society.

Unique structures created and maintained at the Street Academy for 35 years to fulfill the school's educational mission: Research and 35 years of education experience have shown that small, caring, high-expectation, high support, culturally relevant schools can succeed where large impersonal ones fail. Street Academy's approach is informed by the following lessons from research and practice:

- Students must first have their basic safety and security needs satisfied before they can move on to higher needs (Edward Maslow, *Hierarchy of Needs*). These basic needs are the starting points for creating the conditions for the higher order needs that foster individual and academic development. Street Academy's violence-free environment and caring relationships created through small school size, small class size, and individual counseling addresses these crucial needs.
- Students in our target population require individualized instruction while being held to high expectations in order to succeed in school. It is also crucial to respect and value diverse cultures and value and utilize the knowledge students bring from their home lives. Small individualized learning environments, recognizing and serving student's unique developmental needs, and valuing their experiences and knowledge can often succeed where factory models of schooling fail (Deborah Meier, *The Power of Their Ideas*).

Consulting Teachers (CTM – Counselor/Teacher/Mentor): Young people need extensive personal and academic guidance. However, as Deborah Meier, points out in *In Schools We Trust*, “there are nowadays fewer children in schools where there are likely to be teachers they or their families have known over the years. We are – in short – perhaps the only civilization in history that organizes its youth so that the nearer they get to being adults the less and less likely they are to know any adults.” Street Academy's Counselor Teacher Mentor (CTM) structure attempts to remedy the fact that most youth graduate from high school without even knowing or being known by any adults in their schools. Each Street Academy student has a consulting teacher responsible for monitoring his/her behavior and educational development. The student meets with the consulting teacher first thing in the morning and at the end of core classes each day. If the student needs encouragement, reprimand, detention hours, or a little advice, all can be

provided immediately because the CTM is aware of what goes on during the day. CTMs monitor students' attendance and call home or meet with parents as needed.

Contracts: Caring and high expectations for all students are demonstrated both through the high academic standards maintained by teachers in their subject areas and in the daily monitoring of student achievement by CTMs. Students carry with them a "contract" that is signed by the teacher at the end of each class indicating acceptable academic and behavioral performance. At the end of each day, students return the contract to their consulting teacher who evaluates it and, if there are problems, provides for homework assistance or other interventions as necessary, notifying parents if problems are chronic.

Parent Involvement: Some seem to believe that high school students are "too old" to need parent involvement. Street Academy rejects this notion and involves parents whenever possible. Parents or guardians are required to attend the orientation, quarterly meetings with the CTM to discuss student progress, as well as staff meetings that concern their child's behavior. If a student is absent or has a problem, the CTM calls his/her parent, guardian, social worker, probation officer and/or other relevant stakeholders. We also request that each parent/guardian contribute a minimum of 10 hours of volunteer time to the school each year.

Violence Free Environment: The number one rule at Street Academy, emphasized to all potential students and their parents, is that fighting is absolutely not tolerated. To support the students in this policy, we include conflict resolution in the "Metamorphosis" class required of all new students. Consulting teachers are available to intervene in any conflicts which may begin to develop, and parents and teachers are a visible presence before and after school. As a result, we rarely have fights (the school averages zero to one fight per year) and students report that they feel safe here, much safer than at their previous school.

College Preparation: The Street Academy curriculum is college preparatory and we are currently WASC (Western Accrediting Schools Commission) accredited. All students who enter the school in grades 9 and 10 are expected to complete the college preparatory sequence which meets the A-G requirements of the UC/CSU systems. Students who enter the school in grades 11 or 12 also generally complete the A-G sequence but are allowed to graduate with the minimum district high school graduation requirements if they are unable to complete the college requirements by their graduation date. Parents are informed of the college prep sequence, requirements, and eligibility orally and in writing both in the student orientation and at the enrollment conference between the student, parent, and consulting teacher. Parents are further informed through regular conversations they have with the CTMs about their child's progress.

C. Curriculum Framework

Street Academy's enriched and standards-based curriculum in each of the core knowledge areas is based upon the Standards of the State of California and the Oakland Unified School District as defined in the Ed Code 47605(c) (2). In general, the school uses the textbooks adopted by the Oakland Unified School District.

The Street Academy standards are representative of the strides in education the school has made since its inception in 1973. When the school first opened, the highest math class offered was

Algebra as many of its students weren't ready to go beyond this level. Today, students can take math classes up to calculus as well as all the A-G requirements needed for college. Students who were either poorly educated and/or expelled from traditional high schools have excelled at Street Academy, passing the CAHSEE exams at record percentages and, in many cases, going on to college. Those who enter the school lacking credits needed for graduation have found that the mechanisms in place have not only helped them achieve their goal of earning credits but have also increased their sense of awareness and encouraged a love of learning.

During the late 1990's, the California Department of Education developed a set of standards that students are expected to master. Unfortunately, these standards reproduce the outdated Eurocentric view of the world. A Eurocentric education not only serves to marginalize students of color, it is a disservice to all students. One cannot receive an adequate education if the achievements, events, and contributions of the majority of the world's citizens are left out. Especially in California, the first minority majority state in the U.S., these issues are of primacy.

The California Standards have ignored the history of people of color. For example, under close examination, one finds that the focus of *Modern World History: Patterns of Interaction*, a text used by the Oakland Unified School District, is European in nature. Students learn about the "Glorious" Revolution of England, the Judeo-Christian and Greco-Roman philosophies, the American and French Revolutions, Imperialism, and World War I and World War II, with a focus on European countries. Shouldn't "world" history also include the "glorious" revolutions of Brazil, Haiti, South Africa, etc.? What about the importance of non-European countries in WWI and WWII? Adelaide Sanford, a member of the New York Board of Education in 1992 and representative of the National Association of State Boards of Education, argued that "the history written for the schools directly contributed to the oppression of citizens whose experiences had been marginalized, distorted, trivialized, and ignored" and that "even the patches and bits of the history of people of African ancestry that are inserted into the pages of recorded history are unsatisfactory." Why is this? California has become an increasingly diverse state, so why doesn't the curriculum include more diversity? Why shouldn't the high school curriculum, especially that of World History, be more diverse instead of focusing on the accomplishments of Europeans? Paulo Freire answers this question in his book *Pedagogy of the Oppressed*:

Indeed the interests of the oppressors lie in "changing the consciousness of the oppressed, not the situation which oppresses them"; for the more the oppressed can be led to adapt to that situation, the more easily they can be dominated...The oppressed are regarded as the pathology of the healthy society, which must therefore adjust these "incompetent and lazy" folk to its own patterns by changing their mentality. These marginals need to be "integrated," "incorporated" into the healthy society they have "forsaken." The truth is, however, that the oppressed are not "marginals," are not people living "outside" society. They have always been "inside" – inside the structure which made them "beings for others."

How is this done? Freire uses the term "banking education." Our society is set up in a way that what is taught to students, especially students of color, keeps them in an oppressed condition. Education becomes an act of depositing, in which the teacher is the depositor and the students the depositories. This banking concept puts the teacher in total control of the students. The

teacher has all knowledge and all power and the students have none. The teacher makes all decisions about what will be taught and how it will be taught, and the students comply. The purpose of this is to avoid the threat of student consciousness. What will be taught in this kind of “banking education” has been adopted from the National Standards.

Districts across California have begun aligning their curriculum to reflect the California Standards. The California High School Exit Exam and standards portion of the CST test, too, are closely aligned with these standards. As a result, students who want to do well on these tests and graduate from high school must learn the material as set before them. Teachers who want to keep their jobs must be sure to teach what they are directed to teach, and districts must prove they are educating students through their test results. While multicultural education is being emphasized across the country and in California, it is not reflected in the standards. The staff at Street Academy is working hard to figure out how we can educate our students, offering them a culturally diverse and rich education while teaching them what they need to pass tests.

Cherry A. McGee Banks and James A. Banks state in their article *Equity Pedagogy: An Essential Component of Multicultural Education* that “pedagogies that merely prepare students to fit into society and to experience social class mobility within existing structures – which are characterized by pernicious class divisions and racial, ethnic, and gender stratification – are not helpful in building a democratic and just society.” They go on to state that in order to transform this pedagogy, “the construction of equity in schools as well as the implementation of culturally sensitive teaching methods are necessary to actualize equity pedagogy in classrooms and schools.”

Bill Bigelow addresses the issue of students lacking a deeper understanding of social reality in his article *The Human Lives Behind the Labels, The Global Sweatshop, Nike and the Race to the Bottom*. Bigelow had his class describe a soccer ball in writing. They wrote about its shape and color but no one noticed the label on the ball that read “Made in Pakistan”; no one imagined the humanity in the ball. Bigelow recognized the importance of educating students to be aware of the inequalities that exist and wanted to present students with a broader framework to reflect on. They read poems, dug deeper. Through a second writing assignment they began to hear the voices of the Pakistanis. Their world began to change. They began to question inequalities between rich and poor countries in regard to child labor.

Like Freire, Banks and Banks, and Bigelow, the Street Academy staff believes it is necessary for students to be educated in a way that causes them to think, challenge injustices, understand oppression and fight against it, and appreciate diversity and the contributions *all* people have made to our world.

The Street Academy staff members recognize that teaching to the Standards has become a necessity in order to ensure that our students will be able to pass the CAHSEE and obtain a state-approved diploma, and to improve the test scores of the school to assure its survival. However, we are faced with the dilemma of choosing to teach to the tests or to meet the needs of young people in urban American and equip them with the necessary tools to provide for themselves and make informed choices as adults. As we have done with many challenges in the past, our staff came together, collaborated, and developed curriculum and standards that blend the two.

Street Academy's curriculum is structured around our highest priority educational objective: to ensure that all students participate in college preparatory curriculum that meets the state's A-G requirements (see Appendix 1). We are also committed to ensuring that all students experience a high school education that is free of violence and which embraces multi-racial unity and cultural competence. We have observed, consisted with a perspective Lisa Delpit describes in *Other People's Children*, that students can and want to learn when presented with a rigorous, engaging, culturally relevant curriculum presented by teachers with high expectations. We expect all Street Academy students to demonstrate knowledge of both California's standards-based curriculum and of our school's specific curriculum, which includes such courses as La Raza Studies; African-American Studies; Native American Studies; Asian-American Studies; College & Careers; Community Service; and English IVA Senior Action Research Project. Samples of the Street Academy standards and curriculum are attached as Appendix 3 and Appendix 4.

Expected learning outcomes and course offerings: Below we describe the courses that will be offered at Street Academy, categorized by department, and the skills and knowledge which students will be expected to demonstrate upon graduation from Street Academy Charter School:

History/Social Studies: Students will understand and apply civic, historical and geographical knowledge in order to serve in today's world of diverse cultures. Course offerings include World Cultures, U. S. History, African American History, Raza Studies (Chicano Studies), Native American History and Cultures, Asian American History, American Government, and Political Economy. Most of these have been approved for A-G designation. Social Studies standards and sample curricula are included in the appendix.

Language Arts: Students will demonstrate strong reading, writing, listening, speaking and presentation skills. Students will be able to communicate effectively and appropriately in a variety of settings and to diverse audiences. Students will comprehend and critically interpret multiple forms of expression including literature from various time periods and cultures. All graduating seniors will have engaged in an intensive English IVA Senior Action Research Project. This extensive project utilizes both primary and secondary research coupled with community service and a final presentation utilizing technology and visual arts mediums. Course offerings include both A-G approved college preparatory English and English Enrichment for English Language Learners. English standards and sample curricula are included in the appendix.

Mathematics: Students will work toward the development of math literacy as it is integrated into a social and economic justice curriculum. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, trigonometry, and other mathematical subjects which the staff, students and school governing board deem appropriate. Sample curricula are included in the appendix.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science. Course offerings include conceptual physics, biology, physiology, and chemistry. All of these courses are listed on our UC/CSU A-G list and standards and course descriptions for biology are included in the appendix as an example.

World Language: Students will study a language other than their own native tongue. Students will understand key aspects of the culture in which this language is spoken, both past and present. Two years of Spanish are offered at the school. In addition, students have taken American Sign Language, French, or Japanese at Laney College to fulfill this requirement.

Instructional strategies: While there is variation in methodology and teaching style from classroom to classroom, student engagement and productivity are priorities. Moreover, we have implemented certain strategies school wide to ensure that an empowering student-centered culture emerges (rather than a teacher-centered “banking education”), including:

- Cooperative groups
- Use of peer mentors
- Seminars
- Writing across the curriculum
- Cornell Notes
- Use of Teacher Assistants in the classroom
- Research and debate projects in Social Studies and English
- Political action units/civic engagement

D. Pupil Outcomes

As noted, Street Academy’s educational program is designed to ensure that all students:

- 1) Participate in a college preparatory curriculum that meets the state’s A-G requirements.
- 2) Experience a high school education that is free of violence and which embraces multi-racial unity and cultural competence.

As a result of this program, all students will demonstrate knowledge of both the appropriate California grade-level Standards and skills and knowledge derived from Street Academy’s specific curriculum components in the areas of multicultural history, service learning, and others

All Street Academy students develop important qualities with many experiences as a result of engagement in intense, stimulating, and peaceful intellectual and personal interaction with individuals from every continent on the planet. They embrace this interaction joyously and are able to explain its benefits. In preparation for productive futures, student will intensively research jobs of the future, colleges, universities and trade schools.

With regard to performance measures applied to our schools objectives for student learning and in other areas, Street Academy aims to achieve the following measurable outcomes for school wide and individual student achievement each academic year:

School wide

- Average test scores (California Standard and California High School Exit Exam) will be at or above that of schools with students from similar backgrounds
- School attendance will be at or above 88% in our first year as a charter school, 89% the second year, and 90% the third (Alternative Schools Assessment Model objective, or ASAM).
- Students at Street Academy will maintain the current average of 0-1 fight per year.

- Street Academy will maintain a 90-100% pass rate on the California High School Exit Exam.
- Street Academy graduation rates will exceed that of the district average.
- Street Academy will tally the number of UC and CSU eligible students annually.
- Street Academy will tally the number of students enrolling in two-year and vocational institutions.
- Street Academy will conduct annual parent and student surveys to evaluate academic rigor and overall school climate.

Individual students

- Daily CTM advisory and weekly student contracts will be utilized on an ongoing basis to assess student academic and behavioral progress.
- All newly enrolled students will successfully complete the “Metamorphosis” class.
- Newly enrolled students testing into English Enrichment will successfully complete the required course within one year of enrollment in the intervention course.
- 50% of students who score at the Below Basic or Far Below Basic level on the California Standards Test in English Language Arts and Mathematics will improve performance by at least one level after two years at Street Academy (ASAM).
- At least 5% of students scoring at the Basic level will improve to Proficient after one year at Street Academy (ASAM).
- All students will have opportunities to take courses satisfying the UC A-G requirements.
- At least 70% of students will demonstrate mastery of content standards of A-G required courses as exhibited by teacher made tests in each of the content areas.
- 70% of students will demonstrate mastery of content standards by earning full credit in all core courses each trimester.
- Every student will complete a minimum of 60 hours of community service before graduation.
- All seniors will present English IVA senior Action Research Project presentations to a panel of staff, parents, and community representatives.
- Graduates of Street Academy will demonstrate that they fulfill our vision of educated persons of the 21st century through exit self-assessment surveys and voter registration.

E. Pupil Progress

During the 2006-07 school year, Street Academy achieved Adequate Yearly Progress—thus avoiding being placed in Program Improvement (PI) Year 2. This accomplishment puts the school on track for eliminating its current PI status. It is notable that Street Academy outperformed Oakland Unified School District (OUSD) as a whole in 2006-07 in the areas of increasing Academic Performance Index (51-point improvement, compared to +7 for OUSD) and high school graduation rate (96.3 vs. 64.4), and unlike Street Academy, OUSD did not achieve AYP.

ACADEMIC PERFORMANCE INDEX (API)

Number of Students included in the 2007 Growth API	2007 Growth	2006 Base	2006-07 Growth
63	541	482	59

Assessments to be utilized: The California Standards tests, AYP, and API are important forms of measuring student progress but they are not the only means to gauge efficacy of teaching and learning. As Street Academy attempts to address the individual learning modalities of each student, we will utilize a number of assessment including the California High School Exit Exam, California Standards Tests, Alternative Schools Assessment Model(ASAM), essay writing across content standards, role plays and debates, public speaking in and outside of the classroom, portfolio development, mentorship opportunities in local elementary and middle schools, and project-based learning that focuses on education through community service, visual and performing arts, and domestic and international travel.

Summative Evaluation: Street Academy serves a high proportion of students who are defined by the state of California as “at risk for educational failure.” The state has established a separate accountability model called the Alternative Schools Accountability Model” which includes such factors as course completion and student attendance among its measurable outcomes. The ASAM model acknowledges that for students who have previously dropped out, for those who are wards of the court, for those who are parenting, and those who have other factors which place them at risk of not graduating, factors such as attendance and course completion are important student outcomes. Street Academy will be accountable to the goals established for it under the Alternative Schools Accountability Model, which will include both standardized test score outcomes and performance on two other factors, attendance and persistence. Under the ASAM model we are assessed only on students enrolled in the school for a minimum of 90 days. As noted under “Pupil Outcomes,” we have established specific outcomes for each academic year too be measured using the CST, CAHSEE, ASAM, and other indicators.

Formative Evaluation: We will utilize the following procedures to determine what students still need to learn relevant to our curriculum and expected student learning results.

- Orientation / Intake process (interview with staff and student panel, Math and English written assessment)
- CTM meetings with parent and students
- Collaboration with CTM, parent, and student to devise Individualized Success Plans
- Content area assessments at the beginning of each trimester
- ASAM Pre-Math Assessment
- Content area pre-diagnostic and benchmark assessment tests (e.g. Holt Literature and Language Arts tests)
- Teacher made diagnostic and benchmark evaluations in every content area.

Both the summative and formative assessments are utilized daily in order to create a plan for success for each student. We have created Professional Learning Communities to give teachers the opportunity to disaggregate data and look at student work on an ongoing basis. Through this collaborative process, teachers discuss and become more informed regarding how to best serve the needs of this population.

Reporting: The Street Academy Charter School will compile and provide to the district an annual performance report. This report will include the following:

- Summary data showing student progress toward the goals and outcomes specified in “Pupil Outcomes” and from assessment instruments and techniques listed under “Pupil Progress.”
- An analysis of whether student performance is meeting the goals specified in “Pupil Outcomes.” This data will be displayed on both a school wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school’s governing board during the year.
- Data on the level of parent involvement in the school’s governance.
- Summary data from annual parent and student satisfaction surveys.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school’s health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the school implemented the means described to achieve a racially and ethnically balanced student population.
- An overview of the school’s admission practices during the year and data regarding the number of enrolled students, the number on waiting lists, and the number of students expelled and/or suspended.
- Analyses of the effectiveness of the school’s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the school’s administrative, legal, and governance operations relative to compliance with the terms of the charter generally.

The Street Academy Charter School and the Oakland Unified School District will jointly develop an annual site visitation process and protocol to enable the school district to gather information needed to confirm the school’s performance and compliance with the terms of this charter.

F. Special Populations

Street Academy picks up where the traditional public schools have given up; thus our entire student body can be considered a “special population.” Our school’s overall philosophy and vision of what education should be are focused on providing opportunities for success for the various populations served. In addition to our philosophy and our unique structure, we have established additional support systems for our IEP and EL populations, those in need of mental health services, and high achievers.

Individual Education Plans: Street Academy’s population includes approximately 12% students with Individual Education Plans (IEP) or 504 p plans. Due to small class sizes and a small overall population, IEP students are mainstreamed. To meet their needs, we utilize a Resource Specialist whose duties include:

- Processing all referrals for special education. Each student is screened to determine if they have an IEP or a 504 plan.
- Informing the parent of the referral and obtaining parent permission for the assessment process.

- Assessing the student in academic and processing areas.
- Ensuring that other specialists involved conduct their assessments and write reports for the IEP meeting.
- Scheduling and chairing IEP meetings.
- Providing services to those students found eligible (see below).
- Meeting with CTM and parents at least three times a year to review each student's academic and behavioral progress.
- Conducting timely reviews of all IEPs, annuals and triennials.
- Reviewing IEPs at least yearly for modifications.
- Compliance with IDEA laws as mandated by California Education Code.

No student will be denied acceptance into the school based on any special need identified in their IEP or 504 plans. The Street Academy will be an LEA in the district SELPA.

Each classroom will support each student with an IEP or 504 plan via resources that include but are not limited to: alternative text and support materials, use of peer mentors, use of Special Resource teacher, cooperative learning groups, daily after school tutorial, after school programs, and test prep classes. Services provided may include general education classroom modifications, assistance to the general education teacher, and pullout for direct instruction. While supporting identified students, the Resource Specialist may also work with non-identified students in the general education setting.

English Learners: Street Academy teachers have CLAD (Cultural and Language Academic Development) certification or are enrolled in programs which will provide this certification or its equivalent. Each credentialed teacher is trained to teach EL (English Learner) / LEP (Limited English Proficiency) students as a requirement for credential completion. Our teachers also receive additional support from the Special Resource teacher and regularly attend professional development workshops provided through the Oakland Unified School District or which our school arranges with outside agencies such as the Bay Area Writing Project.

Street Academy is a full immersion program and because of this program, we believe that students' English language proficiency will be accelerated at our school. It is our intention to immerse our English Learners in a fully inclusive learning environment in compliance with the California Education Codes. Although we do not oppose the movement toward bilingual education, we have established a successful full immersion program for our majority Spanish-speaking EL population. In comparison with the Oakland Unified School District, our English Learners progress into categories of Proficient and Advanced on the California English Language Development Test in greater numbers. In the 2006-07 school year, 20% of our 11th graders and 40% of our 12th graders scored Advanced on the CELDT while OUSD had none. In the year prior, almost 50% of EL 10th graders passed both the English Language Arts and Math portions of the California High School Exit Exam. Street Academy's English Learners actually pass the CAHSEE at higher rates than our English Only students.

We owe the success of our EL kids not only to the unique structures in place at Street Academy, but also to the fact that we acknowledge that these students would not do well academically without added support. We do not adhere to the "sink or swim" approach that some immersion

programs do. At Street Academy, the components for a successful immersion program are present. For example, the “child’s home language is appreciated;” “classroom language conversation aims to be meaningful, authentic and relevant;” and “immersion pupils receive the same curriculum” as everybody else (Eoghan Mac Einri, *Immersion Education: An Overview of Theory Research and Practice*). In the classroom, we utilize cooperative groups in which students interact and learn from each other. This is observed in Math classes where CPM Algebra and Geometry curriculum are used. Other systems of support in place include daily after-school tutorial and academic support classes, use of realia, and textbooks in L1 of the English Learner or easier reading texts. Academic literacy is taught so that students acquire the language of academic achievement. This process produces “creative engagement with content rather than information” that is regurgitated. Through activities such as our English IIIA Research and Debate Project, “critical literacy and process writing” occurs. This makes “learning more successful by eliminating recycling” of information (Michael Newman, *A Multiliteracies Examination of Academic Achievement*).

Probably one of the most effective ways we provide support is that our LEP students are broken down into two major groups. One group consists of students with limited skills in speaking English as well as reading and writing in English. The other LEP group is those students who speak English proficiently but whose reading and writing skills are limited. We are able to identify these two groups via several assessments. As part of our enrollment process, the site administers a reading and writing assessment test that was developed from the High Point reading intervention curricula to assess up to the sixth grade reading level in English Language Arts. Students are also identified through the state’s CELDT (California English Language Development Test) and the home language survey.

Once students are identified as EL/LEP, an Educational Success Plan is established with the Counselor/ Teacher/ Mentor (CTM), parent, and students. This plan may include:

- Enrollment into English Enrichment courses if the student scored below 6th grade reading proficiency on the initial reading writing assessment. English Enrichment courses are based on the High Point reading intervention curriculum but are supplemented by Holt Language Arts state adopted curriculum
- Many students are often dually enrolled in English Enrichment and English IA or other Language Arts classes. English IA uses the Holt Language Arts curriculum but is supplemented by other college preparatory texts
- All students have the opportunity to attend after school tutorial in all the content areas with their academic teachers and other support staff and/or receive one-on-one reading tutoring 1-2 times per week
- In addition, students are enrolled in after school test preparatory courses for the CAHSEE (California High School Exit Exam) and CST (California Standards Test) for English Language Arts and/or Math
- Teachers in all content areas supplement instruction with the use of alternative text/support materials in other academic disciplines.

We measure EL students’ progress on several levels. Teachers observe the quality of work assignments and report to the CTM how well each student is doing academically on a daily basis.

We also utilize the CST, CELDT, CAHSEE, and teacher-made tests to provide data teachers can evaluate in order to gauge students' progress and learning needs.

Students with mental health needs: A preponderance of our students are plagued by multiple pressures that are endemic among low income, inner-city youth of color: current or past involvement with the juvenile justice system; grappling with grief resulting from the violent death of family members, peers, and neighbors; low self-esteem, substance abuse issues, and more.

As Street Academy approaches educating youth in a way that affects the whole child, it is imperative that mental health services be made available to students and families. Street Academy has collaborated effectively for the past four years with Seneca Center whose mission is to provide "an outstanding and unconditional continuum of care for children and their families." Seneca Center provides individual therapy, group therapy, case management, crisis intervention, and family counseling for Street Academy's "at risk" youth. Seneca counselors work collaboratively with students, families, CTMs, and other relevant stakeholders to ensure access to services. As a result of participation in these interventions, students reduce the amounts of stress and anxiety linked to our city's increasing ambient violence and other pressures they face. Students become equipped with the necessary coping skills to instill a sense of personal responsibility, pride in their academic and social achievements, and a sense of empowerment in relationships. Students are then more capable of focusing on developing their academic potential.

Independent study: The school day at Street Academy is structured with a half day of core academic work and a half day of Independent Study with opportunities for academic enrichment including concurrent enrollment in the Peralta College System, participation in career internships or outside work experience, tutoring, credit recovery toward graduation, and mental health counseling. Students often choose to come to Street Academy because they want to catch up on credits and graduate on time. Our independent study is one of the many ways our curriculum becomes individualized to meet the needs of both those who are behind on credits and those who are high achieving and seeking ways to challenge and enrich themselves academically by taking on extra coursework.

III. PETITIONER CAPACITY

For the past six years, the Street Academy Foundation has operated the Street Academy under a Memo of Understanding with the Oakland Unified School District, giving ample opportunity to demonstrate the required capacity of the foundation to administer a charter school.

A. Governance Capacity

Legal Structure: The Oakland Emiliano Zapata Street Academy will constitute itself as a California Public Benefit Corporation pursuant to California law. The Street Academy Foundation, a California non-profit organization, which currently operates the school in conjunction with the Oakland Unified School District, will become the Board of the Street Academy Charter School. The charter school will be governed pursuant to the bylaws adopted by

the incorporators and as subsequently amended pursuant to the amendment process specified in the bylaws. The Street Academy's Articles of Incorporation and current by-laws are included in Appendix 6.

Governance experience: The existing directors of the Street Academy Foundation include individuals in academia, a non-profit professional, a community organizer, and individuals currently working in or retired from the school district and city government. They are parents, alumni, and community supporters. There is one staff representative on the board and the Executive Director participates as a non-voting member. Provisions have been made to include student representatives as well as a representative from the school district if so desired. A list of Board members is included in Appendix 5.

Operating plan: The governing body's major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating top administrative staff.

The responsibilities of the board officers are as follows:

President:

- Preside at Board of Directors meetings
- Sign documents necessary to implement board policy and comply with state law
- Establish Board committees
- Call emergency Board meetings
- Communicate Board policy to stakeholders

Treasurer:

- Oversee financial issues
- Sign checks according to established policies

Secretary:

- Record and distribute Board meeting minutes
- Record all motions and voting results
- Publicly advertise meetings in accordance with state law

Members shall be nominated by a committee of the Board and elected by vote of the full Board of Directors. The term of membership shall be three years. After a second sequential term, a member shall take a one-year sabbatical absence before continuing to serve on the Board unless a waiver is recommended by the Executive Director and approved by the Board.

Regular attendance at Board and Committee meetings will be required to maintain membership. More than three unexcused absences from Board meetings in any 12-month period will result in consideration of termination of membership. The Board President or Executive Director may grant directors a leave of absence from the Board of Directors at any time. Notice of the leave of absence shall be given to the Board and noted in the minutes. A leave of absence shall not affect

the length of term of service. Board members may resign at any time, effective upon providing written notice to the president of the Board.

The Street Academy Foundation Board will develop a committee structure, including board members but not limited to them, to implement and monitor school progress within the areas of curriculum and instruction, fiscal development, facilities, personnel, family support, and school/community relations. The Board will develop and encourage a bottom-up approach to management and governance that draws input from staff, families, community members, and students, and filters this input into the final decisions regarding policies and practices.

The Oakland Emiliano Zapata Street Academy charter school will have a Parent Site Committee with committees responsible for program planning and fund raising, as well as a School Site Council and English Language Advisory Committee as required in conjunction with our receipt of categorical funding. These bodies will meet monthly in meetings publicized through newsletter and phone calls. A parent representative to the Board as well as representatives to the board committees will be chosen from these bodies through well-publicized elections.

It is the intent of the Street Academy Foundation Board to develop agreements with the Oakland Unified School District to maintain partnerships in areas that have proven positive in our shared history. These will include:

- Continuing our affiliation with the Office of Alternative Education for services such as professional development and other administrative support.
- Utilization of resources such as Seneca Center, developed through the Office of Alternative Education and Alameda County, to better serve our students' mental/emotional needs.
- Continue utilizing District and Office of Alt Ed coordination of City of Oakland Measure Y grant program services, including gang intervention services.
- Continue offering after school programs and activities funded through the 21st Century grant obtained for alternative schools by the Alternative School Office. These allow us to better meet the needs of our student population through tutorials, test preparation, credit retrieval, and enrichment activities (dance, art, etc.).
- Utilizing the resources of the Office of Research and Assessment for testing and statistical analysis as we continue to use data to better assess and meet the needs of our students.
- Utilizing the services of the Department of Instructional Services for areas such as textbook adoptions and professional development
- Maintaining our positive working relationship with the Department of Family and Community, Student Assignment Office, Alternative Education Placement Specialist in identifying positive and appropriate student placements.

It is the intent of the school to collaborate with the district to establish Memoranda of Understanding to retain these services. This will allow the school to retain positive resources within the district and lessen the impact on the district of the school's conversion.

The Street Academy Foundation Board, as well as all parent bodies, will hold and publicize their meetings in compliance with the Brown Act, publicly available to all.

The Board will adopt a code of conduct regarding conflicts of interest regarding membership and operations guidelines. This will be in accordance with conflict of interest regulations relevant to charter schools and in compliance with the Political Reform Act and Corporation Code of Conflict of Interest rules.

In compliance with our Memorandum of Understanding with the district, we currently maintain general liability and board error and omissions insurance policies. We will continue to maintain these policies as a charter school. Verification of these policies is available upon request.

B. Management Capacity

Enrollment procedures

Eligibility and Admission

The Oakland Emiliano Zapata Street Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. It shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, sexual orientation, gender, or disability.

Admission to the charter school will be open to any resident of the state of California. The school will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Students will be selected on a first-come, first served basis by means of a three-step process.

- The first step is an orientation for potential students and parents in which our school's history, instructional and operations philosophy, and rules are outlined.
- After the orientation, the student will complete an application, write an essay as to reasons they wish to attend, and take placement tests in ELA and math. These tests are for placement purposes only and do not affect admission.
- Finally, the student will be scheduled for an interview with a committee of students and teachers.

Eligibility for admission will depend upon the applicant's assertion that he/she agrees to abide by the school's rules and philosophy. Students and parents will sign an agreement in which they make a commitment to follow the school's rules regarding behavior, attendance, and the maintenance of a violence-free atmosphere.

Preference for admission in the selection process will be given to several groups:

- Siblings of Street Academy students or alumni
- Children of alumni
- Returning students in good standing
- Students recommended to us by partnering organizations such as Family Justice Center, American Indian Child Resource Center, or California Youth Outreach.

If the number of interested and qualified students for any grade level exceeds capacity, we will conduct a lottery to assign available spots. After enrollment is full, other students not placed by

the lottery who are interested in the school will be given the option of being placed on a waiting list for the next academic term.

We will hold orientations for admission throughout each spring, both during the week and on Saturdays. Additional orientations will be held leading up to each of the three academic terms. They will be widely advertised through outreach to the community.

Achieving racial/ethnic balance

Throughout our history, the Street Academy's enrollment has generally reflected the racial/ethnic balance of the Oakland Unified School District with a somewhat higher percentage of Latino, African American, and American Indian students attending our school. The Street Academy Charter School will continue the recruitment practices which have resulted in this balance. These include widespread community involvement, word of mouth referrals, outreach through the print and electronic media, and direct outreach to community institutions such as youth organizations and churches as well as to various Oakland charter middle schools.

Operating Procedures

Health and safety procedures

The Oakland Emiliano Zapata Street Academy will comply with the provisions of Education Code 44237 requiring that new employees submit a set of fingerprints and undergo a criminal background check and T.B. testing. In addition, Street Academy maintains a set of health and safety provisions which include:

- A requirement that all students and staff provide records of required immunizations.
- Policies and procedures for responding to natural disasters and emergencies including fires and earthquakes.
- Training for staff in first aid and "universal precautions" in dealing with infectious diseases and blood borne pathogens.
- Policies establishing the school as a drug-, alcohol-, and tobacco-free environment.

The Street Academy Charter School will develop further health, safety, and risk management guidelines in consultation with our insurance carriers and risk management experts. The school will be responsible for implementation of all health and safety procedures. Should the district receive funding for health and safety matters geared toward charter school students, this funding will be provided to the charter school.

Discipline policies

All potential Street Academy students attend an orientation accompanied by a parent where we will discuss with them the school's educational vision and history, and thoroughly present and discuss school rules, including the no tolerance rule regarding violence. Parents and students sign an agreement to follow these rules. New students also take a class, Metamorphosis, in which they explore their educational futures and thoroughly discuss the school's philosophy, expectations, and rules. Conflict resolution tools are presented at this time. We will continue these procedures as a charter school.

If students violate a rule, the violation is noted on the contract that they carry from class to class. The student's CTM reads the comments, discusses the problem with the student, and decides on

a course of action that may include detention hours and/or a parent phone call. If the problem continues, the student and a parent may be asked to attend a staff meeting at which the entire staff will work with the student on a plan for his/her improvement. If there is no improvement, the student may be suspended. Parents or guardians are involved at all points in the process and students have an opportunity to present their point of view at each point in the process.

In addition to the above, the school administrative team may immediately suspend any student who engages in a single, serious punishable incident as defined by school policies and/or California Education Code or who presents an immediate threat to health and safety. The school's governing board, upon recommendation of the administrative team, may expel the student. The school will notify the district of any expulsions and will refer the student to the district for reassignment and will include suspension and expulsion data in the annual performance report. A copy of Street Academy's rulebook is included in Appendix 9.

Attendance alternatives

Consistent with state law, students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of OUSD or their district or county of residence.

Dispute resolution

The intent of Street Academy Charter School's dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The staff and governing Board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes arising from within the school, including all disputes among and between students, staff, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the school's governing Board and shall refer any complaints or reports regarding such disputes to the school's governing Board or Executive Director for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing Board of the school has requested the district to intervene in the dispute.

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the staff and governing Board members of the school and district agree to first frame the issue in written format and refer the issue to the superintendent of the district/state administrator and the school's Executive Director. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Executive Director and superintendent/administrator shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing Board members from their respective boards who shall jointly meet with the parties and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, both parties shall identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding unless the governing boards of the school and grantor jointly agree to binds themselves.

The Oakland Unified School District may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Executive Director of the school prior to any observation or inspection and will comply with generally applicable visitor policies regarding sign in and respecting the school's educational program.

The district agrees to receive and review the school's annual fiscal and programmatic audit and annual performance report. If the district's governing Board believes it has cause to revoke this charter, the Board agrees to notify the governing Board of the school in writing, noting the specific reasons for which the charter may be revoked, and to grant the school reasonable time to respond to the notice and take appropriate corrective action.

The governing Board of the charter school may request from the district governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests will be presented by the school no later than 120 days prior to the expiration of the charter. The district governing Board agrees to hear and render a renewal decision pursuant to the initial charter petition review timelines and processes as specified in Education Code 47605.

Close out procedures

In the event that Street Academy ceases to exist as a charter school, parents and staff may attempt to renegotiate a relationship for the school with the school district such as that which existed in the years prior to the creation of the charter school, or some other relationship.

Should Street Academy cease to exist entirely, close out procedures will include plans for notifying parents and providing information and assistance in transferring students to other schools and transferring all students' records to the receiving schools. These procedures will also include plans for providing school records – academic, financial, and attendance – to the school district for storage and for providing OUSD a final audit showing assets and liabilities and plans for disposing of assets, prepared by an independent auditor.

Parents will be notified as soon as possible if it appears school closure is imminent. Parents will be provided with a packet of student information including closure notice, immunization and discipline records, and transcripts reflecting completed courses and credits that meet graduation requirements and college entry requirements.

The Street Academy and/or the OUSD will have an independent audit completed within six months of the school's closure. The purpose of the audit is to determine the school's net assets or liabilities. Assets may include cash and accounts receivable as well as inventory of property, equipment, and supplies. Liabilities may include accounts receivable, loans, and unpaid staff compensation. The audit should also assess the disposition of any restricted funds received by or due to the charter school. A contingency reserve of \$50,000 in the operations budget should adequately cover the expenses of an independent final audit if the need should arise.

Management Structure

Management roles and responsibilities

The Street Academy Board employs a leadership team which includes an Executive Director with over 30 years of experience leading one of the most peaceful and respected public alternative schools in the United States, and two lead teachers who possess administrative credentials and participate in curriculum development, student discipline, and teacher evaluations.

Staff recruitment, selection, development and evaluation

The Street Academy employs the finest urban teachers who satisfy credentialing requirements as outlined by the State of California and the No Child Left Behind Act. The quality of teachers is such that teachers from other schools and teacher credential programs frequently use the school as a site for observations and/or select our teachers as mentors. For the past five years, the Street Academy has utilized Holy Names University (HNU) as an informal source to provide credentialed teachers. Two Street Academy staff members work in instructional or supervisory capacities at HNU as teacher educators and this helps to facilitate the referral and recruitment process. In addition to utilizing HNU as a sort of "feeder school," Street Academy also collaborates with the University of California's undergraduate Education department to find volunteer tutors, teacher's assistants, student mentors and student club advisors who become potential teacher candidates. Street Academy actively recruits through online postings on our own website and other online media resources. Also, Street Academy's staff will be recruited through existing formal and informal networks involving progressive educators, youth-service professionals, public and private schools, and other familiar with our program. We will also advertise our positions in charter-specific arenas. We will provide bilingual job announcements and, as necessary, we will advertise in educational periodicals and local community newspapers.

Teacher excellence is maintained through a consistent observation process led by the Executive Director or her appointee. All teachers participate in pre- and post- conference observations at least three times annually. All teachers also participate with the Executive Director or appointee in an annual evaluations process.

It is important to note that the Executive Director or her designees do "walk through" observations on a weekly basis. All staff meets each week to receive and discuss feedback from

these “walk through” observations. Collectively, action plans for improvement are put in place. In addition, each week all teachers meet within departmental Professional Learning Communities to provide collaborative support and mentorship, review student work, to designate opportunities for classroom observations, and to share best practices according current educational theory and research. We also intend to continue participating in OUSD professional development opportunities and engaging in professional development opportunities that are site specific.

Internal budget procedures and controls

The annual budget for the Street Academy will be developed jointly by a designated staff person and the Board Treasurer in consultation with the Street Academy Foundation’s bookkeeper. The budget will be presented to the Board of Directors for approval. Expenditures will be authorized by the Executive Director based on the approved budget. Budget reports by the Treasurer are included in each meeting of the Board of Directors and an independent audit is done annually and presented to the Board of Directors and OUSD.

Organizational chart

An organizational chart indicating board and management roles as well as the role of parent councils and other supporting groups is included in Appendix 10.

Impact on charter authorizer

We project that the impact of this charter on the school district will be negligible. The Oakland Emiliano Zapata Street Academy will continue to occupy the same facilities it has occupied for twenty years. The school will continue to serve the same numbers of Oakland students from the same Oakland communities. In many cases, these are students who would not be attending any school if they were not attending Street Academy and would therefore be generating zero A.D.A. The Street Academy will continue to work with the school district in whatever educational endeavors the district and the Street Academy Board deem appropriate. As was stated earlier, the Street Academy intends to establish Memoranda of Understanding with the school district to continue receiving services from the Offices of Alternative Education, Research and Assessment, and others. This will help to reduce any fiscal impact the Street Academy’s conversion might have.

Civil Liability

Education Code 47604 (c) provides that “an authority that grants a charter to a charter school to be operated by, or as, as non-public benefit corporation shall not be liable for the debts or obligations of the charter school.” The Street Academy will comply with this provision to the extent legally required by law or written agreement. As an independent corporate entity, we anticipate that the civil liability effects of our operations on OUSD will be minimal.

Street Academy bylaws will provide indemnification of our governing board, officers, agents, and employees, and, as stated earlier, we will purchase a standard range of insurance services to protect our assets, staff, and governing board members.

C. Employment Capacity

Qualifications and responsibilities: The Street Academy employs teachers who have appropriate California teaching credentials issued by the Commission on Teacher Credentialing. Oakland

Street Academy Charter School may also employ or retain some non-certificated staff in the event that the prospective staff member has an appropriate mix of subject matter expertise, professional experience, and demonstrated ability to work successfully as a teacher. These individuals may teach non-core, elective classes under the supervision of or in collaboration with a certificated teacher

Street Academy teachers are and will continue to be selected for their:

- Ability to work effectively with young people
- Knowledge of subject matter
- Commitment to parents and the community
- Willingness to work very hard at multiple tasks, including teaching, consulting, documentation, decision-making, speaking, writing, and other jobs required by their employment at a busy, fully collaborative secondary school.

Selection of the staff members will be done by the Executive Director in conjunction with a selection committee composed of teachers and parents, subject to the Board's approval. The charter school shall employ all persons who work at the school and shall set the terms and condition of their employment.

The charter school will continue to utilize two "lead teachers," who hold both teaching and administrative credentials, and who function as the academic leaders of the school. They collaborate with the Executive Director, doing regular classroom observations and providing feedback to staff. They coordinate weekly departmental Professional Learning Community meetings, provide collaborative support and mentorship, especially for newer teachers, review curriculum, and share best practices according to current educational theory and research.

As noted, the Street Academy Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability.

Compensation plan: Our school's compensation plan reflects the school's philosophy that students succeed in a situation where there are adequate adults addressing their needs; hence the school's commitment to a student-teacher ratio of approximately 20:1 as well as the understanding that to be competitive in attracting high quality teachers, we must attempt to stay in the salary range prevailing in the current market. Compensation includes an annual salary, individual health and dental insurance, and the opportunity to contribute to retirement through a 403-b plan with employer match up to 3% of employee salary. The annual salary is for a school year of 193 days plus 27 vacation days with additional compensation at the same rate for any additional time that may be required.

Policies and assurances: Staff at the Oakland Emiliano Zapata Street Academy will participate in the federal Social Security system and will have access to the school-sponsored retirement plans according to policies developed by the Board of Directors. The school retains the option for its Board to elect to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS), should it find that participation enables the school to attract and retain higher

quality staff, and will coordinate such participation, as appropriate, with the Social Security system and other reciprocal systems in the future. Should the school opt to participate in the STRS or PERS systems, the district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the district a reasonable fee for the provision of such services.

The Street Academy Foundation shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, section 3540 of Division 4 of Title 1 of the Government Code).

All Street Academy employees will have the right to organize in any manner that they see fit to represent their collective interest consistent with applicable laws and regulations.

The right of school employees who were previously OUSD employees to return to district employment will be specified in OUSD policies, procedures, or collective bargaining agreements addressing this issue with respect to charter schools operated as non-profit public benefit corporations under Education Code 47604.

All employees will be required to have their fingerprints on file with the Dept of Justice for criminal record screening as per Ed Code 44237.

D. Financial Capacity

The budget, which appears in Appendix 11, clearly demonstrates a reasonable estimate of revenues available (including general purpose and categorical block grants, lottery funds and grants and donations) and expenditures (including salaries and other payroll expenses per SAF history, materials and supplies, services, and facilities costs) required to operate a school, including special education. The budget is projected over five years.

Revenue projections for *General-purpose Grant*, *Charter Categorical Block Grant*, *In-Lieu*, and *Lottery* income are based on funding estimates obtained from the Charter School Development Center and a projected ADA of 135 which will be achieved from an enrollment of 150 students with 90% attendance.

Special Education encroachment is budgeted at \$150 per student.

Unless there are special situations, there is a 3% increase in each line item from year to year.

A 3% district oversight charge is included in the budget.

We will be applying for a startup grant to provide the necessary transition funding to begin the 2008- 2009 school year. These funds are not included in the budget projections but will be added later.

It is the intent of the charter school to develop a mutually agreeable Memorandum of Understanding with the Oakland Unified School District that would solidify the school's revenues and specify the process by which categorical programs separate from the block grant

would be applied for. This would also include a process to enable the charter school to meet the needs of special needs students as well as a plan to compensate the district for the value of any direct services (alternative education resources, student assessment, etc.) requested by the charter school and provided by the district, with the understanding that the district will provide the school with a cost estimate for services requested and approved by the district.

For the past six years, an annual financial audit has been a condition of the Memorandum of Understanding between the Street Academy Foundation and the Oakland Unified School District. The Board of Directors of the Street Academy Foundation has selected an independent auditor who has done annual audits of the school's financial affairs. Similar audits will be continued for the charter school. Audits will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and will review the school's internal controls. Audits will be conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the OUSD. The school district's audit committee will review any audit exceptions or deficiencies and report to the school's Board of Directors with recommendations on how to resolve them. The Board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of this will be referred to the dispute resolution process described earlier.

The Street Academy Foundation will continue to maintain general liability, errors and omissions, workers' compensation, and unemployment insurance policies through its own insurance program, equivalent to the district's program with respect to limits of coverage. Evidence of ongoing coverage will be provided to the district. All insurance coverage will name the district as "also insured."

E. Facilities Plan

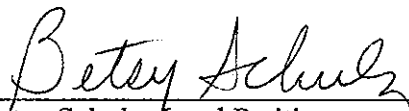
The Street Academy Charter School will be granted the exclusive use of the property and facility known as the Oakland Emiliano Zapata Street Academy, which is located at 417 29th Street in Oakland. This facility has been the home of the Street Academy for the past 20 years and is currently at capacity. As we do not plan to increase enrollment, the current facility meets Street Academy's needs. The facility is compliant with legal requirements regarding health and safety, ADA, and applicable building codes.

The charter school and OUSD shall enter into a lease agreement with standard terms and specifying that the charter school shall pay rent of \$1 per year, which shall be deemed to be "substantially rent-free" for the building, furnished and equipped. The specific lease terms for this facility will be negotiated in an annual operational agreement to be developed by the charter school and charter-granting agency.

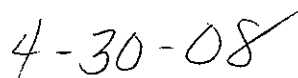
IV. ASSURANCES

As the authorized lead petitioner, I, Betsy Schulz, hereby certify that the information submitted in this application for the conversion of the Oakland Emiliano Zapata Street Academy to a California public charter school of the same name, to be located at 417 29th Street, within the Oakland Unified School District and the school's home for the past twenty years, is true to the best of my knowledge. If awarded the charter, the Street Academy;

- Shall meet all statewide standards, conduct all required pupil assessments, as well as any other applicable requirements as required by state law.
- Shall consult regularly with both families and teachers regarding the school's educational programs.
- Shall be non-sectarian in its programs, admissions and employment practices, and other operations.
- Shall not charge tuition.
- Shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.
- Shall admit all students who wish to attend and express commitment to, the Street Academy, its philosophy and rules. If the number of interested and qualified students for any grade level exceeds capacity, we will conduct a lottery to assign available spots. After enrollment is full, other students not by placed by the lottery who are interested in the school are given the option of being placed on a waiting list for the next academic term.
- Shall adhere all provisions of federal law related to students with disabilities.
- Shall be deemed the exclusive public school employer of the employees of the Oakland Emiliano Zapata Street Academy per the Educational Employment Relations Act.
- Shall meet all requirements for employment including a Commission on Teacher Credentialing certificate or permit, with flexibility given for elective (non-core, non-college preparatory) teachers; as well as finger print and tuberculosis documentation for all employees.
- Shall maintain all necessary insurance.
- Shall, through its combination of core class periods and independent study, provide a minimum number of instructional days and instructional minutes.
- Shall notify the appropriate individuals in OUSD if a pupil leaves the Street Academy for any reason and provide requested student information within 30 days of the student leaving.


Betsy Schulz, Lead Petitioner

Date



V. APPENDICES

Appendix 1: OUSD Office of Alternative Education Evaluation of Emiliano Zapata Street Academy

Appendix 2: UC/CSU A-G list

Appendix 3: Sample Street Academy Standards

Appendix 4: Sample Course Descriptions

Appendix 5: Board Roster

Appendix 6: Articles of Incorporation and Current By-Laws

Appendix 7: Tax Exempt Certification

Appendix 8: Street Academy Rule Book

Appendix 9: Board & Management Organizational Chart

Appendix 10: Budget Projections

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

2. Executive Summary

SCHOOL PROFILE

Since 1973, the Oakland/ Emiliano Zapata Street Academy, known simply as Street Academy, has been a small, alternative high school committed to preventing students of color from dropping out or being pushed out of the education system while providing access to academic success. Street Academy exists to resist race, class, and other inequalities in our public schools, in our society, and in our world. Here students are not just another number but can come to school in an atmosphere where they are challenged, nurtured, and supported with tough love and real expectations.

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

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

ACADEMIC PERFORMANCE GOALS AND OBJECTIVES

Street Academy was designated a Program Improvement (PI) school prior to the 2006-07 school year. Our School Site Council (SSC) focused its efforts during the school year on identifying and implementing strategies to improve student test scores and to eliminate our PI status.

In 2006-07, our specific outcome objectives for student academic achievement were as follows:

Goal 1) Adequate Yearly Progress

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

Goal 2) English Language Arts

- 2.1 Increase the number of students scoring Advanced or Proficient in ELA.
- 2.2 Decrease the number of students scoring Below Basic or Far Below Basic in ELA.
- 2.3 All graduating seniors will have passed the ELA portion of the CAHSEE.

Goal 3) Mathematics

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

Goal 4) Social Studies

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

Goal 5) Science

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

RESULTS

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

CONTRIBUTORS TO POSITIVE OUTCOMES

It appears that a number of the components of Street Academy's academic and overall program contributed to the academic performance gains students achieved, including:

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

- Use of mental health counseling on-site to address student issues that can interfere with their engagement in and performance in school.

IDENTIFIED OBSTACLES

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

- The challenge of simultaneously accelerating low-performing, newly-enrolled students academically while enabling them to recover credits toward graduation.
- The fact that because it is a PI school, test preparation classes too often take precedent.
- Shortage of time and other resources for faculty collaboration to improve instruction.
- The highly transient nature of Street Academy's student population, making it difficult to provide the consistent, sustained support students need to make significant strides in their academic skills and performance.
- Chronic under-resourcing and under-staffing to be able to meet the complex and varied needs of our high-risk, generally low-income, minority, and diverse student body and their families' needs.
- The growth of Street Academy's Spanish-speaking student population, coupled with our lack of bilingual staff for communication/outreach to their families.

STAKEHOLDER INPUT

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

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

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

parent volunteer activities at Street Academy during the 2006-07 school year, which it is continuing and expanding in the current school year.

As with student responses, teacher responses to the "Use Your Voice" survey were generally as positive or more positive compared to the responses of their colleagues district wide. Particular areas of concern reflected in Street Academy teachers' responses, however, include: not enough teacher collaboration to improve instruction; weaknesses in the professional development program available for teachers; and sub-optimal use of student data to inform decisions about teaching. Street Academy's Site Plan for the next three years details specific and comprehensive measures to address these concerns, which it has begun implementing in fall 2007.

RECOMMENDATIONS

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

- Increase efforts to identify incoming freshmen as early as possible and to ensure their participation in the Summer Institute Transition Program
- Utilize Individualized Success Plan and CTM approach to optimize each student's use of Independent Study hours to strengthen academic skills and advance toward graduation
- Seek to imbed test preparation into the core curriculum to maximize time for core skills instruction
- Utilize after school programming to expand academic support for students performing below proficient in core skill areas, through supplemental instruction, homework assistance, tutorial support, and writing and math workshops
- Implement Cyber High self-paced credit recovery program during Independent Study hours as well as after school program
- Support faculty professional development through teacher collaboration in the form of a professional learning community which meets regularly to strengthen instruction¹ and to promote consistent approaches among teachers to support individual students across subject areas.
- Utilize after school funding and programming to expand supportive services and enrichment activities for students, including mental health services, sports, arts, student leadership opportunities, and gang prevention programming, and student clubs.
- Continue and expand outreach to parents/guardians to maintain ongoing communication regarding their children's performance, progress, and needs in school.
- Engage parents in workshops on understanding Street Academy's educational and testing program, family literacy workshops, and in volunteering in classrooms and other ways at Street Academy.

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

¹ Via approaches such as: evaluating student work to assess and evaluate success; evaluating and improving lesson plans; designing cross-disciplinary lessons; developing culturally relevant pedagogy; differentiating instruction; observing colleagues and team teaching.

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

EVALUATION PROCESS

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

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

STATEMENT OF PURPOSE

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

Street Academy was one of the first small high schools in Oakland. This community-based school aims to provide a different approach to education, committed to a vision of culturally relevant education that prevents primarily youth of color from dropping out. As all of the other Street Academy schools that were created across the nation have closed, it is to Oakland Emiliano Zapata Street Academy's credit that it still exists. Street Academy now functions with its own nonprofit organization, the Street Academy Foundation, with a Memorandum of Understanding with OUSD. The Street Academy Foundation continues to hold on to the original policies and bylaws established by the Bay Area Urban League while updating and creating new policies that address the current students' needs. The governing board continues to recruit

dedicated community members to serve on the board and who have the ability to use data to make the necessary adjustments to support students' academic achievement.

Students come to Street Academy for many reasons. Some prefer an alternative to Oakland's traditional and large high schools. Some have fallen behind in earning their credits and want to catch up. Others have dropped out of school for personal reasons and now want to resume their studies. Others are referred by counselors, friends, or their family after not thriving in "mainstream" schools. Some have had chronic truancy and disciplinary issues. Some attend Street Academy to get away from gangs and violence in other schools.

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

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

Academic Achievement: Students who would have otherwise dropped out of high school become college eligible and are prepared for a career after graduation

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

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

Responsibility: Students Are Inspired By Curriculum That Is Culturally Relevant And That Emphasizes Social Justice.

Unity: Since 1973 the Street Academy community has remained united in the struggle to provide exceptional education for all students.

Consistent with Street Academy's founding purpose, we believe that education must accomplish the following:

- **Education today must challenge our youth to recognize that a fundamental goal of learning has always been and continues to be: "Know Thyself."** This concept means that we must all accept that individuals are unique, physical, mental, and spiritual beings and that we are also inter-related and mutually dependent on each other for survival. Self-knowledge also makes the student aware the he/she is a part of a cultural and his/her historical reality which will continue to shape not only his/her own life and future, but the lives of future generations.
- **Education today must inspire young people to struggle for change in themselves and in their society.** Viable alternatives to violence, materialism, and alienation must be offered. Above all, education must help young people to put into action the ideas and values which can transform their lives in visible ways.

- **Education must be conducted in a fashion where adults and young people are participants in the learning process**, where teachers are students and students are teachers; where the experiences of young people are a vital part of the school curriculum; and where young people in fact have substantial influence on this curriculum.
- **Education must challenge the students to recognize their responsibilities to their family, their community, and their world.** Such an education will reinforce these ties by incorporating parents and community members into its operations and into its curriculum.
- **Education should focus on creating responsible, self-determined, successful, and empowered individuals.** The goal of the Street Academy will be fulfilled if the students educated here become the leaders, parents, innovators, and the creators of a tomorrow free of the social, cultural, and economic strife which has dictated and shaped so many of the harsh realities which determine the lives of students today.

IDENTIFICATION OF THE VARIABLES EXPECTED TO FACILITATE STUDENT ACHIEVEMENT

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

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

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

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

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

as well as his/her broader enrichment and preparation for an independent and successful life outside of school.

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

Ongoing staff collaboration is another variable that promotes student achievement at Street Academy. Staff members collaborate weekly to discuss the learning needs of individual students and students and general, troubleshoot issues that arise and problem solve, in order that the school continually improves and all students are held to highest expectations. Teachers evaluate student work using rubrics to measure their progress and identify skill areas to target for attention. Moreover, weekly staff meetings where struggling students receive the opportunity to address that staff and be held accountable for behavior infractions allows for a more holistic approach to disciplining young people.

To prepare students for standardized testing, Street Academy teachers disaggregate the data from CAHSEE, STAR Math Assessment² (from Renaissance Learning), Holt, High Point, a departmental math assessment, CELDT, and CST to design test prep classes, which students take during the second part of the school day.

INTENDED AND COMPLETED EVALUATION STEPS OR PROCEDURES IN CHRONOLOGICAL ORDER, WITH THE NAME OF THE PERSON RESPONSIBLE AND THE COMPLETION DATE

Completed work plan and timeline for Street Academy Evaluation		
Task	Date completed	Person responsible
Focus groups of students and parents (part of WASC)	October 2006	School Site Council
"Use Your Voice" surveys of students, parents, teachers	March 2007	Principal Williams-Myrick
Gather student achievement data relevant to 2006-07 objectives	August 2007	Principal

² This is the ASAM Math approved assessment.

Review of achievement data and discussions of factors that have contributed (positively/negatively) to results	August 2007	Principal; Street Academy Board of Directors; and Monica Vaughan, Alt Ed Coordinator
Discussion with evaluator regarding school performance and relevant factors	September 2007	Principal, Alt Ed Coordinator
Evaluation report drafted	September/October 2007	Alt Ed Coordinator
Site Council and Foundation Board review draft and suggest revisions	November 2007	Principal
Final draft completed	November 2007	Alt Coordinator

EXPECTED OUTCOME(S)

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

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

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

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

- 2.1 Increase the number of students scoring Advanced or Proficient in ELA.
- 2.2 Decrease the number of students scoring Below Basic or Far Below Basic in ELA.
- 2.3 All graduating seniors will have passed the ELA portion of the CAHSEE.

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

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

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

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

Goal 4) Social Studies.

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

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

Goal 5) Science

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

4. Evaluation outcomes

COMPARATIVE DATA FROM TEST(S) OF BASIC SKILLS.

Goal 1) Adequate Yearly Progress

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

Achieved.

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

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

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

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

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

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

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

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

Goal 2) English Language Arts

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

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

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

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

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

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

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

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

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

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

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

Goal 3) Mathematics

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

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

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

Targeted improvements *not achieved*.

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

Targeted improvements *not achieved*.

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

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

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

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

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

Goal 4) Social Studies

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

CST World History—Grade 10		
	2006 (39 tested)	2007 (24 tested)
Mean scaled score	282.5	280.9
Advanced	0%	0%

Proficient	5%	5%
Basic	23%	18%
Below Basic	31%	32%
Far Below Basic	41%	45%

Scores did not generally improve among 10th graders, as the mean scaled score decreased; the percentage scoring at the Basic level or better decreased from 28% in 2006 to 23% in 2007; and the percentage scoring in the Below Basic and Far Below Basic increased accordingly. Thus, this objective was *not achieved*.

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

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

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

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

Goal 5) Science

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

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

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

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

STUDENT ACHIEVEMENT AT THE ALTERNATIVE SCHOOL OR PROGRAM OF CHOICE COMPARED WITH ACHIEVEMENT AT COMPARABLE TRADITIONAL SCHOOLS IN THE DISTRICT

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

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

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

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

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

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

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

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

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

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

INTERPRETATION OR EXPLANATION OF RESULTS

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

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

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

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

IDENTIFICATION OF THE VARIABLES THAT AFFECTED STUDENT ACADEMIC ACHIEVEMENT

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

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

In addition, as part of the priority to eliminate our PI status, Street Academy paid particular attention to engaging parents/guardians to achieve this goal. Monthly parent meetings focused on the issue of improving test scores and eliminating our PI status. Parent focus groups were held (see below) in which parents expressed resentment of the fact that a school they love so much and that has provided so much for their students was considered “a failing

school.” After coming to terms with this sense of resentment they vowed to contribute to helping to solve the problem. With parent input, Street Academy instituted a number of actions designed to support achievement of its AYP-related objectives. These included:

- A parent information meeting about AYP/API and other accountability standards
- Regular parent meetings to strategize on how to improve overall academic achievement and performance on standardized tests
- Parent support in classrooms
- Parent support in office
- Parent volunteers recruited to: provide breakfast and snacks for test prep classes and during CST testing; create a cleaner environment through school wide beautification project; create a fundraising / grant writing committee
- Use of Easy Grade Pro to distribute computer-generated grade reports biweekly, to enable parents and students to closely monitoring students’ progress, and to make it clear when intervention is necessary (to prevent failure in a class)

INFORMATION COLLECTED FROM

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

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

Students—findings, with comments

Participation

There were 112 student respondents to the Use Your Voice Survey – 80% of the student body at the time the surveys were administered. This rate was higher than the 68% at all OUSD

alternative education schools and the 61% district wide. Latino students made up the largest group of respondents (37%), followed by African Americans (20%), mixed race (16%), Asian (5%), white (1%), and 15% who did not indicate their ethnicity. Latino students, who make up 35% of the student body, were slightly over-represented among respondents, while African Americans (38%), Asians (14%), and whites (6%) were underrepresented.

Results

Students were asked to respond to each item by choosing one of the following responses: "Strongly Agree," "Agree," "Disagree, Strongly Disagree," "I Don't Know." In tabulating the results, Strongly Agree and Agree were combined to denote agreement, and Disagree and Strongly Disagree were combined to denote disagreement. Results were as follows; the percentages in parentheses after each statement indicate the corresponding results for high schools district wide.

Overall Rating

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

Clean Learning Environment

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

Safety

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

Caring and Support

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

Meaningful Youth Participation

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

High Expectations

- 86% of students agreed that "My parents/guardians make school and homework high priorities." (79% district wide)

- 82% agreed that “I work with my teachers and parents to set and review goals for my learning.” (59% district wide)
- 94% indicated agreement with “My teachers expect me to do my best in school.” (89% district wide)
- 91% agreed that “My teachers encourage me to come before or after school when I need help.” (78% district wide)

Academic Rigor

- 84% agreed that “My teachers challenge me to share my opinions and ideas.” (69% district wide)
- 75% agreed that “My teachers use different ways to help me learn.” (72% district wide)
- 86% agreed that “My English classes help me to do better at reading and writing.” (72% district wide)
- 74% agreed that “My math classes help me to do better at solving math problems.” (71% district wide)
- 81% agreed that “My teachers assigns homework that I can finish on my own.” (75% district wide)
- 72% agreed that “My teachers give me work everyday that challenges me,” while 20% disagreed. (61% and 33% district wide)
- 85% of students agreed that “Most of my class lessons are interesting and make me want to learn more.” (71% district wide)

Family Engagement

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

Health and Wellness

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

College Readiness

- 74% reported that “My parents/guardians often talk to me about college,” while 21% disagreed (70% and 25% district wide)
- 87% of students agreed that “I am learning good study skills at my school.” (67% district wide)
- 81% agreed that “I often talk with my parents about future jobs and careers.” (71% district wide)

- 72% indicated “My teachers often talk about job or career options for my future.” (61% district wide)
- 65% indicated that “I have done or plan to do volunteer work in the community,” while 27% indicated they had not (58% and 36% district wide)
- 79% agreed that “I think I can go to college”; 15% disagreed (76% and 19% district wide)
- 83% agreed that “My teachers often talk to me about college” (71% district wide)
- 77% agreed that “My education at this school is preparing me to be successful in college” (65% district wide)

Cultural Responsiveness & Emotional Security

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

Student Focus Group Analysis	
<i>Positive Aspects of Street Academy</i>	<i>Areas of Improvement</i>
<i>Graduates</i> embody school philosophy	<i>Graduates</i> observed that students are “out of touch” and lack connection / desire to initiate social change.
<i>Graduates</i> feel as if they developed a strong voice and connection to their own cultures because of a curriculum that emphasized “true history” and analysis of relevant social issues across content areas.	<i>Graduates</i> observed that there is a sense of complacency among current student body and more student activism should be encouraged.
<i>Graduates</i> appreciated the mutual respect between teachers and students	<i>Graduates</i> agree that there needs to be more focus on the development of political, social, and cultural awareness in all subjects.
<i>Graduates and current students</i> appreciate that teachers have high expectations for every student.	<i>Students</i> dislike the emphasis on testing. This shift of emphasis has resulted in inconsistent implementation of the school's philosophy and vision.
<i>Graduates and current students</i> agree that the relationships sense of trust developed between the Counselor /Teacher/Mentor and students is invaluable.	<i>Current students</i> desire more activities such as sports teams and after school programs.
<i>Current students</i> believe that academic and personal assistance with problems is more	<i>Current students</i> observe a lack of respect that students have for teachers and others which

readily available than at other schools.	suggests deterioration of the vision and philosophy and/or lack of buy in among relevant stakeholders. Professional development opportunities for improving classroom management/CTM should be explored.
<i>Graduates and current students</i> agree that the relationship between parents and Counselor/Teacher/Mentor made a significant difference in educational outcome.	<i>Current students</i> recognize a need for improved student conduct through more effective classroom management and a learning environment that is more engaging and seemingly relevant.
	<i>Current students and graduates</i> agree that the school's facilities need to improve cleanliness.

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

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

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

Parents—findings, with comments

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

Parent Focus Group Analysis	
Positive Aspects of Street Academy	Areas of Improvement
Parents prefer to send their children to the school because of effective communication as	

a result of the CTM/student/parent relationship.	
Parents recognize considerable improvement in their children's academic experience in regards to attendance, attitude, happiness with school, and grades.	Parents want to see more events at the school that showcase student work and celebrate accomplishments.
Parents are satisfied with the teachers and school leadership.	Parents want to volunteer and become more involved in the school but don't know how. Thus, improved coordination of volunteers must become a priority.
Parents believe the school is a good school despite the school accountability reports and the program improvement status.	Parents would like to see parent meetings focus on: how to help their child study, applying for college and scholarships, how to better communicate with their children, and how to recognize and deal with substance abuse, gang affiliation, etc.

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

Teachers—findings, with comments

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

Overall Rating

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

Clean Learning Environment

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

Safety

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

Caring and Support

- 100% of teachers agreed that "This school feels like a caring and supportive environment," (77% district wide) that "Most students know at least one adult at this

school they can go to for good advice and support,”(85% district wide) and that “Teachers and staff help students to solve student conflicts.” (84% district wide)

- 86% of teachers indicated “I take the time to help students when they don’t understand something.” (93% district wide)

Meaningful Youth Participation

- 71% of teachers agreed that “I often let students help make decisions in class.” (77% district wide)
- 86% indicated that “I clearly and consistently communicate the work students are expected to do.” (88% district wide)
- 86% agreed that “Students have opportunities to participate in school activities.” (74% district wide)

High Expectations

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

Academic Rigor

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

Data-driven practice

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

Family Engagement

- 86% of teachers indicated that “Most of my students’ parents have come to see me at least once this year.” (26% district wide)
- 100% indicated that “I feel encouraged to participate in school activities or meetings.” (81% district wide)

- 86% indicated “I often help my students’ parents understand what they can do at home to support their children’s learning.” (58% district wide)
- 100% indicated “I reach out to parents/guardians to work together to support students.” (76% district wide)
- 86% agreed that “Parents are supportive of our school’s strategy for improving student achievement.” (82% district wide)

Health and Wellness

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

College Readiness

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

Cultural Responsiveness & Emotional Security

- 100% of teachers agreed that “Students are respectful of each other’s cultural backgrounds” (47% district wide) and that “Adults at this school are respectful of students’ cultural backgrounds.” (85% district wide)
- 100% agreed that “Teachers are treated respectfully as contributors to the learning community.” (67% district wide)

Employee Satisfaction

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

District Strategy

- 86% of teachers agreed that “District leadership makes student learning a priority” (33% district wide)

- 86% of teachers indicated “I understand the district’s 5-year goals for student achievement.” (20% district wide)
- 57% agreed that “The District’s 5-year goals for student achievement are attainable,” while 43% disagreed. (18% and 30% district wide)
- 86% of teachers indicated “I understand overall district strategy for improving student achievement” (22% district wide) and that “District priorities are communicated to me in a clear manner.” (20% district wide)
- 71% agreed that “District leadership ensures adequate human/financial resources to my school.” (13% district wide)
- 57% agreed that “District leadership creates conditions to achieve 5-year goals” and that “District leaders promote access, equity, and shared values,” while 43% disagreed with each of these statements. (53% disagreed district wide)
- 86% of teachers agreed that “I have opportunities to provide district leadership with feedback.” (25% district wide)
- 86% indicated that “Overall, I am satisfied with district leadership.” (12% district wide)

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

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

SUMMARY OF FINDINGS, INCLUDING STATEMENT OF POSITIVE OUTCOMES AND STATEMENT OF IDENTIFIED OBSTACLES

Street Academy’s positive outcomes are as follows:

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

Areas where Street Academy's performance fell short of 2006-07 objectives include:

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

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

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

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

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

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

As a small school with a small staff, Street Academy's faculty, administrative, and support staff are often overburdened with "extra" tasks. Earlier we mentioned the perception among a substantial sub-group of teachers that they do not have enough time for collaboration to improve instruction. Teachers are now focusing more on collaboration and the school has designated the creation of department and teacher collaboration time as essential to attaining its goal of better serving its predominately African-American and Latino youth. Street Academy currently has two teachers who have recently completed Administrative Credentials who have taken on leadership roles in the establishment of professional learning communities. Also, three of its new teachers completed their credentials by the beginning of the 07/08 school year. In addition, as recipients of the 21st Century grant funds, Street Academy has been able to hire personnel to help to better implement its Independent study and after school programs. It has also gained a Gang Intervention Specialist who will work with families on relationship building and gang prevention.

5. Recommendations to responsible authorities

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

- Increase efforts to identify incoming freshmen as early as possible and to ensure their participation in the Summer Institute Transition Program
- Utilize Individualized Success Plan and CTM approach to optimize each student's use of Independent Study hours to strengthen academic skills and advance toward graduation
- Seek to imbed test preparation into the core curriculum to maximize time for core skills instruction
- Utilize after school programming to expand academic support for students performing below proficient in core skill areas, through supplemental instruction, homework assistance, tutorial support, and writing and math workshops
- Implement Cyber High self-paced credit recovery program during Independent Study hours as well as after school program
- Support faculty professional development through teacher collaboration in the form of a professional learning community which meets regularly to strengthen instruction³ and to promote consistent approaches among teachers to support individual students across subject areas.
- Utilize after school funding and programming to expand supportive services and enrichment activities for students, including mental health services, sports, arts, student leadership opportunities, and gang prevention programming, and student clubs.
- Continue and expand outreach to parents/guardians to maintain ongoing communication regarding their children's performance, progress, and needs in school.
- Engage parents in workshops on understanding Street Academy's educational and testing program, family literacy workshops, and in volunteering in classrooms and other ways at Street Academy.

³ Via approaches such as: evaluating student work to assess and evaluate success; evaluating and improving lesson plans; designing cross-disciplinary lessons; developing culturally relevant pedagogy; differentiating instruction; observing colleagues and team teaching.

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

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

Appendix 2: UC/CSU A-G list

Course Title	Transcript Abbreviations	Category	Course Notes
a. History / Social Science – 2 years required			
World Cultures I	World Cultures I	Geography/Cultures	
World Cultures II	World Cultures II	Geography/Cultures	
US History	US History	US History	
African American History	US History Elective	History/Social Science	
Chicano/La Raza History	US History Elective	History/Social Science	
American Government	American Government	American Government/Civics	Semester
Political Economy	Political Economy	History/Social Science	Semester
b. English – 4 years required			
English IA	English IA	English	Semester
English IB	English IB	English	Semester
English IIA	English IIA	English	Semester
English IIB	English IIB	English	Semester
English IIIA	English IIIA	English	Semester
English IIIB	English IIIB	English	Semester
English IVA	English IVA	English	Semester
English IVB	English IVB	English	Semester
c. Mathematics – 3 years required, 4 years recommended			
Algebra A	Algebra 1	Algebra 1; Yr 1 of 2	
Algebra B	Algebra 1	Algebra 1; Yr 2 of 2	
Algebra II	Algebra IIA/IIB	Algebra 2	
Geometry	Geometry	Geometry	
d. Laboratory Science – 2 years required, 3 years recommended			
Conceptual Physics	Conceptl Physics	Physics	
Biology A			
Biology B			
Physiology	Physiology	Biological Science	
Chemistry	Chemistry	Chemistry	
e. Language other than English – 2 years required, 3 years recommended			
Spanish I	Spanish IA/IB	LOTE year 1	
Spanish II	Spanish IIA/IIB	LOTE year 2	
f. Visual & Performing Arts – 1 year required			
g. Elective – 1 year required			

Appendix 3: Sample Street Academy Standards

BIOLOGY/LIFE SCIENCES
BIOLOGY 1A

STREET ACADEMY CONTENT STANDARDS
Cell Biology
1. The fundamental life process of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept:
a. <i>Students know</i> most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors and explore how the body meets this need for these macromolecules through healthy nutrition
b. <i>Students know</i> enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and pH of the surrounding.
c. <i>Students know</i> cells are enclosed within semi-permeable membranes that regulate their interactions with their surroundings.
d. <i>Students know</i> how usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
e. <i>Students know</i> how prokaryotic cells, eukaryotic cells (including those from plants and animals) and viruses differ in complexity and general structure.
f. <i>Students know</i> the role of endoplasmic reticulum and Golgi apparatus in the secretion of proteins.
g. <i>Students know</i> the role of mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.
h. <i>Students know</i> the central dogma of molecular biology outlines the flow of information from transcription of ribonucleic acid (RNA) in the nucleus to translation of proteins on ribosomes in the cytoplasm.
Genetics
2. Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept:
a. <i>Students know</i> meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.
b. <i>Students know</i> only certain cells in a multi-cellular organism undergo meiosis.
c. <i>Students know</i> how random chromosome segregation explains the probability that a particular allele will be in a gamete.
d. <i>Students know</i> new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
e. <i>Students know</i> why approximately half of an individual's DNA sequence comes from each parent.
f. <i>Students know</i> the role of chromosomes in determining an individual's sex as well as the influence of hormones on the fetus in development of gender.
g. <i>Students know</i> how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

3. A multi-cellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization. As a basis for understanding this concept:

a. *Students know* how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).

b. *Students know* the genetic basis for Mendel's laws of segregation and independent assortment.

4. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells. As a basis for understanding this concept:

a. *Students know* how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

b. *Students know* the general structures and functions of DNA, RNA, and protein.

c. *Students know* how to apply base-pairing rules to explain precise copying of DNA during semi-conservative replication and transcription of information from DNA into mRNA.

d. *Students know* the general pathway by which ribosomes synthesize proteins, using tRNAs to translate genetic information in mRNA.

BIOLOGY/LIFE SCIENCES
BIOLOGY 1B

STREET ACADEMY CONTENT STANDARDS
Ecology
1. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept:
a. <i>Students know</i> how water, carbon, and nitrogen cycle between abiotic resources and organic material in the ecosystem and how oxygen cycles through photosynthesis and respiration and understand how disruption of these cycles may contribute to global warming and other environmental issues.
b. <i>Students know</i> a vital part of an ecosystem is the stability of its producers and decomposers.
c. <i>Students know</i> at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.
d. <i>Students know</i> biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.
e. <i>Students know</i> how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.
f. <i>Students know</i> how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death and understand how unlimited population growth stresses an ecosystem.
Evolution
2. Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:
a. <i>Students know</i> how natural selection determines the differential survival of groups of organisms and that it is influenced by allele frequency and mutations as well as changing environmental conditions.
b. <i>Students know</i> a great diversity of species increases the chance that at least some organisms survive major changes in an environment.
c. <i>Students know</i> the effects of genetic drift on the diversity of organisms in a population.
d. <i>Students know</i> reproductive or geographic isolation affects speciation.
e. <i>Students know</i> how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.
f. <i>Students know</i> how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships as initially demonstrated through Darwin's observations.
Physiology
3. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment. As a basis for understanding this concept:
a. <i>Students know</i> how the complementary activity of major body systems provides cells with oxygen and nutrients and removes toxic waste products such as carbon dioxide.
b. <i>Students know</i> how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.

c. *Students know* how feedback loops in the nervous and endocrine systems regulate conditions in the body.

d. *Students know* how psychoactive drugs interfere with normal functioning of the nervous system and the transmission of electro-chemical impulses by neurons.

e. *Students know* the roles of sensory neurons, interneurons, and motor neurons in sensation, thought, and response.

4. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response:

a. *Students know* the role of the skin in providing nonspecific defenses against infection.

b. *Students know* the role of antibodies in the body's response to infection.

c. *Students know* how vaccination protects an individual from infectious diseases.

d. *Students know* there are important differences between bacteria and viruses with respect to their requirements for growth and reproduction, the body's primary defenses against bacterial and viral infections, and the effective treatments of these infections.

e. *Students know* why an individual with a compromised immune system (for example, a person with AIDS) may be unable to fight off and survive infections by microorganisms that are usually benign.

CHEMISTRY 1A

STREET ACADEMY CONTENT STANDARDS	
Atomic and Molecular Structure	
1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:	
a.	<i>Students know</i> how to relate the position of an element in the periodic table to its atomic number and atomic mass.
b.	<i>Students know</i> how to use the periodic table to identify metals, semi-metals, non-metals, and halogens and understand the harmful effects of heavy metals, especially lead, on the body.
c.	<i>Students know</i> how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.
d.	<i>Students know</i> how to use the periodic table to determine the number of electrons available for bonding.
e.	<i>Students know</i> the nucleus of the atom is much smaller than the atom yet contains most of its mass.
Nuclear Processes	
2. Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:	
a.	<i>Students know</i> how protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.
b.	<i>Students know</i> how the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated $E=mc^2$) is small but significant in nuclear reactions.
c.	<i>Students know</i> some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions and that radioactive isotopes impact society through nuclear weapons and nuclear waste.
d.	<i>Students know</i> the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.
e.	<i>Students know</i> alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.
Chemical Bonds	
3. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:	
a.	<i>Students know</i> that several toxic ionic and covalent compounds affect the Oakland environment.
b.	<i>Students know</i> atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.
c.	<i>Students know</i> chemical bonds between atoms in molecules such as H ₂ , CH ₄ , NH ₃ , H ₂ CCH ₂ , N ₂ , Cl ₂ , and many large biological molecules are covalent.
d.	<i>Students know</i> salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.

e. <i>Students know</i> that intermolecular forces determine hair structure.
f. <i>Students know</i> the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.
g. <i>Students know</i> how to draw Lewis dot structures.
Organic Chemistry and Biochemistry
4. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:
a. <i>Students know</i> large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
b. <i>Students know</i> poisons, including drugs, affect the functioning of organic molecules.
c. <i>Students know</i> the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers as plastics and biological molecules.
d. <i>Students know</i> amino acids are the building blocks of proteins.
Gases and Their Properties
5. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis of understanding this concept:
a. <i>Students know</i> the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
b. <i>Students know</i> the random motion of molecules explains the diffusion of gases.
c. <i>Students</i> will be able to solve gas law problems. <i>Students</i> will understand how to solve for an unknown value. Additionally, <i>students</i> will use the gas laws to describe real world applications, such as weather, air bags, and hot air balloons.
d. <i>Students know</i> the values and meanings of standard temperature and pressure (STP).
e. <i>Students know</i> how to convert between the Celsius and Kelvin temperature scales.
f. <i>Students know</i> there is no temperature lower than 0 Kelvin.

CHEMISTRY 1B

STREET ACADEMY CONTENT STANDARDS
<i>Conservation of Matter and Stoichiometry</i>
6. <i>Students know</i> how to describe chemical reactions by writing balanced equations.
Acids and Bases
7. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:
a. <i>Students know</i> the observable properties of acids, bases, and salt solutions through learning about acid rain.
b. <i>Students know</i> acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.
c. <i>Students know</i> strong acids and bases fully dissociate and weak acids and bases partially dissociate.
d. <i>Students know</i> how to use the pH scale to characterize acid and base solutions.

Solutions
8. Solutions are homogenous mixtures of two or more substances. As a basis for understanding this concept:
a. <i>Students know</i> the definitions of <i>solute</i> and <i>solvent</i> .
b. <i>Students know</i> how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
c. <i>Students know</i> temperature, pressure, and surface area affect the dissolving process.
d. <i>Students know</i> how to calculate the concentration of a solute in terms of parts per million.
Moles
9. Students know one mole equals 6.02×10^{23} particles (atoms or molecules).
Chemical Thermodynamics
10. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis of understanding this concept:
a. <i>Students know</i> how to describe temperature and heat flow in terms of the motion of molecules (or atoms)
b. <i>Students know</i> chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.
c. <i>Students know</i> energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.
d. <i>Students know</i> how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.
Reaction Rates
11. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:
a. <i>Students know</i> the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.
b. <i>Students know</i> how reaction rates depend on such factors as concentration, temperature, and pressure.
c. <i>Students know</i> the role a catalyst plays in increasing the reaction rate.
Chemical Equilibrium
12. Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:
a. <i>Students know</i> how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.
b. <i>Students know</i> equilibrium is established when forward and reverse reaction rates are equal.

ENGLISH LANGUAGE ARTS – GRADE 9

STREET ACADEMY CONTENT STANDARDS
READING
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p>
<p><i>Vocabulary and Concept Development</i></p>
<p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p>
<p>1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p>
<p>2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level- appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.</p>
<p>2.1 Comprehension and Analysis of Grade-Level-Appropriate Test: generate relevant questions about readings on issues that can be researched. Read a variety of texts including alternative sources.</p>
<p>2.2 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p>
<p>2.3 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g. in professional journals, editorials, political speeches, primary source material).</p>
<p>3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science, and self. Reading selections in the OUSD Core and extended Literature lists illustrate the quality and complexity of the multicultural materials to be read by students. The selections should acknowledge the interests and demographics of specific classroom populations. A variety of methods including the integration of supplemental activities such as film, debate, presentations, or dramatizations will be utilized to create a generation of readers.</p>
WRITING
<p>1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions to promote social justice and create social change. Students develop written and oral proficiency as they develop self expression which becomes a source for community and personal empowerment. An enhance understanding of mechanics, punctuation (semicolons, commas, ellipses, hyphens) and the ability to revise compositions and essays aids in the facilitation of communication borders, real or imagined. A variety of tools including Internet, word processing, news sources, presentations, and a variety of written pieces will be used to spark and fuel students' writing processes. Students compose fully developed narrative, descriptive, persuasive, and interpretive essays. Students learn research and research writing skills.</p>

ENGLISH LANGUAGE ARTS – GRADE 10

STREET ACADEMY CONTENT STANDARDS
READING
<p>1.0 Literacy Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science, and self. Reading selections in the OUSD Core and Extended Literature lists illustrate the quality and complexity of the multicultural materials to be read by students. The selections should acknowledge the interests and demographics of specific classroom populations. A variety of methods including the integration of supplemental activities such as film, debate, presentations, or dramatizations will be utilized to create a generation of readers.</p>
WRITING
<p>1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions to promote social justice and create social change. Students develop written and oral proficiency as they develop self expression which becomes a source for community and personal empowerment. An enhance understanding of mechanics, punctuation (semicolons, commas, ellipses, hyphens) and the ability to revise compositions and essays aids in the facilitation of communication borders, real or imagined. A variety of tools including Internet, word processing, news sources, presentations, and a variety of written pieces will be used to spark and fuel students' writing processes. Students compose fully developed narrative, descriptive, persuasive, and interpretive essays. Students learn research and research writing skills.</p>

ENGLISH LANGUAGE ARTS – GRADE 11

STREET ACADEMY CONTENT STANDARDS
READING
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p>
<p><i>Vocabulary and Concept Development</i></p>
<p>1.1 Trace the etymology of significant terms used in political science and in history.</p>
<p>1.2 Apply knowledge of Greek, Latin, and other roots and affixes to draw inferences concerning the meaning of words including scientific and mathematical terminology.</p>
<p>1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p>
<p>2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level- appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature,</p>

magazines, newspapers, and online information.

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g. policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze and author's implicit and explicit philosophical assumptions and beliefs about a subject.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science, and self. Reading selections in the OUSD Core and extended Literature lists illustrate the quality and complexity of the multicultural materials to be read by students. The selections should augment related studies in the U.S. History course, focusing on patterns of oppressions through American history. A variety of methods including the integration of supplemental activities such as film, debate, presentations, or dramatizations will be utilized to create a generation of readers.

WRITING

1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions to promote social justice and create social change. Students develop written and oral proficiency as they develop self expression which becomes a source for community and personal empowerment. An enhance understanding of mechanics, punctuation (semicolons, commas, ellipses, hyphens) and the ability to revise compositions and essays aids in the facilitation of communication borders, real or imagined. A variety of tools including Internet, word processing, news sources, presentations, and a variety of written pieces will be used to spark and fuel students' writing processes. Students compose fully developed narrative, descriptive, persuasive, and interpretive essays. Students learn research and research writing skills.

ENGLISH LANGUAGE ARTS – GRADE 12

STREET ACADEMY CONTENT STANDARDS

WRITING

1.0 Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions to promote social justice and create social change. Students develop written and oral proficiency as they develop self expression which becomes a source for community and personal empowerment. An enhance understanding of mechanics, punctuation (semicolons, commas, ellipses, hyphens) and the ability to revise compositions and essays aids in the facilitation of communication borders, real or imagined. A variety of tools including Internet, word processing, news sources, presentations, and a variety of written pieces will be used to spark and fuel students' writing processes. Students compose fully developed

narrative, descriptive, persuasive, and interpretive essays. Students learn research and research writing skills.

RESEARCH

1.0 Required Senior Project: Students will be prepared for college level writing, specifically focusing on term paper and research paper writing. Skills addressed include secondary research skills, primary research techniques, MLA style formatting of term and research papers, summarizing and paraphrasing of sources, citing sources directly, avoiding plagiarism, developing basic writing skills and enhancing vocabulary for academic writing.

1.1 Students will select a social issue for focus and develop an action research project.

1.2 Students will exhibit learned skills and have the opportunity to actively participate in creating positive change regarding their selected issues.

1.3 Students are encouraged to analyze, address, and work to change societal issues that affect them.

1.4 Students will participate in a minimum of 30 hours of direct issue involvement through an approved community service organization or other approved venue. Possibilities included providing community service, attending issue related support groups, or creating an educational presentation for a target population. Through this active involvement, students will facilitate interviews appropriate to their projects.

1.5 At the culmination of the project, students will present their research to a panel of students, staff, parents, and community representatives.

WORLD HISTORY

STREET ACADEMY CONTENT STANDARDS: GRADE 10

Modern World History, Culture, And Geography: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experiences that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world, including aspects of American society.

Reporting Cluster 1 – DEVELOPMENT OF MODERN POLITICAL THOUGHT

10.1 Students examine the rise of democratic ideas and institutions in Greco-Roman society.

1. Rise of Judaism and Christianity and its influence on modern morals and values.

2. Trace the development of the Western political ideas from its Greco-Roman foundation.

3. Students examine democracy, and the lack thereof, throughout the history of the U.S.

10.2 Students study the French Revolution and its enduring effect worldwide on the political expectations for self-determination and individual and collective liberty.

1. Specific focus will be given to the Haitian Revolution and its connection to the French Revolution.

Reporting Cluster 2 – INDUSTRIAL REVOLUTION AND IMPERIALISM

10.3 Students analyze the effects of the Agricultural Revolution and the Industrial Revolution in England and their impact on various nations.

1. Analyze why England was the first country to industrialize.

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison, and others).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
10.4 Students analyze the rise of colonial/imperial powers in conjunction with the underdevelopment of third world countries such as Africa, Southeast Asia, China, India, Latin America and the Philippines.
1. Describe the relationship between capitalistic development and the need to exploit new markets in order to sustain the system.
2. Explain imperialism from the perspective of the colonized and the resulting national liberation movements.
Reporting Cluster 3 – CAUSES AND EFFECTS OF THE FIRST WORLD WAR
10.5 Students analyze the causes and course of the First World War.
1. Students study nationalism, imperialism, and systems of alliances, and the rise of militarism on WWI.
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the fear of the spread of communism caused the U.S. to enter the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.
10.6 Students analyze the effects of the First World War.
1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
Reporting Cluster 4 – CAUSES AND EFFECTS OF THE SECOND WORLD WAR
10.7 Students analyze the rise of totalitarian governments after the First World War
1. Understand the causes and consequences of Lenin's and Stalin's rise to power in the Soviet Union.
2. Analyze the rise of Fascist regimes
3. Analyze the rise of Communist regimes
4. Analyze the rise of neocolonial and bourgeois democratic powers
10.8 Students analyze the causes and consequences of World War II.
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937

Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the racism toward Japanese Americans and the United States' decision to use weapons of mass destruction.
7. Analyze the effects of the atomic bombing of Japan and its lasting effects.
8. Discuss the human costs of the war for all participants.
Reporting Cluster 5 – INTERNATIONAL DEVELOPMENTS IN THE POST-WORLD WAR II ERA
10.9 Students analyze the international developments in the post-World World War II world.
1. Analyze the Cold War with first world capitalists on one side and second world socialists on another and their relationship with third world nations.
2. Understand the importance of the Truman Doctrine and Marshall Plan and its relationship to United States imperialism and the post World War II world (particularly the U.S. wars declared and undeclared against the peoples of southeast Asia, Cuba, Africa, and Latin America.
3. Analyze the Chinese Revolution.
4. Analyze the National Liberation movements in Africa, Asia, and Latin America against U.S. and European neocolonialism.
10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

UNITED STATES HISTORY

STREET ACADEMY CONTENT STANDARDS: GRADE 11
<i>Students will study the impact of the genocide of native americans, enslavement of africans, imperialist takeover of mexico on the capitalist development of the united states, and the resulting underdevelopment of communities of color in the united states. They will trace the change in the ethnic/racial composition of american society; the movement for racial and gender equality as well as the struggle for gay rights and the role of the united states as a dominant imperialist power. Students consider the major social problems of our time and trace their causes in historical events. They learn that the united states, while giving lip service to democracy, at home and abroad, has consistently maintained policies that have denied total democracy to its citizens and citizens of the world. Students will learn that history is a product of competing class interests and resulting class struggles.</i>
Reporting cluster 1 – foundations of american society
11.1 students analyze the significant events surrounding the founding of the nation.
1. Study how capitalism was built from the exploited labor of native americans, mexicans, and africans as a foundation of the country.
2. Describe the enlightenment and its' relationship to democratic ideas.
3. Analyze the american revolution and its effect on all people. Analyze the revolution in terms of independence and freedom for all peoples.
4. Examine the civil war and reconstruction, and the industrial revolution. Analyze the demographic shifts.
11.2 Students Trace The Rise Of The U.S. And Its Role As A World Power In The 20th Century.
1. Describe the living conditions of the masses of working class people.
2. Describe the rise of cities and the development of segregation by class and race.
3. Study political machines and public responses.
4. Study the rise of corporate mergers and monopoly capital.
5. Trace the rise of capitalism in the u.s. and its relationship to imperial expansion. In this context students will study the u.s. as a contemporary global power.
6. Compare and contrast social darwinism and the social gospel movement.
7. Study the activities of the progressive movement.
11.3 students analyze the role religion played in the united states.
1. Study the contributions of various religious groups and social reform movements.
2. Analyze great religious revivals and leaders.
3. Examine religious intolerance in the u.s.
4. Examine religious pluralism.
5. Study the concept of separation of church and state.
11.4 students trace the united states ascension to a world power.
1. Examine the open door policy
2. Study the imperialist Spanish-American War
3. Examine the U.S.'s involvement in Panama.
4. Explain Dollar Diplomacy, Big Stick Diplomacy, and Moral Diplomacy.
5. Examine WWI
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.
2. Analyze the international and domestic events, interests, and philosophies that prompted

attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).

4. Analyze the passage of the 19th Amendment and the changes in the social, political, and economic status of women.

5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).

6. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

11.6 Students will analyze the different explanations for the Great Depression and its impact on society.

1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.

2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.

3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

Reporting Cluster 4 – WORLD WAR II: AND FOREIGN AFFAIRS

11.7 Students analyze America's participation in World War II.

1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).

4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).

5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
7. Discuss the decision to drop atomic bombs (weapon of mass destruction) and the consequences of the decision (Hiroshima and Nagasaki).
8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.
11.8 Students analyze the social and economic effects of post-World War II America.
1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
3. Examine Truman's labor policy and congressional reaction to it.
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
7. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

AMERICAN GOVERNMENT

STREET ACADEMY CONTENT STANDARDS: GRADE 12
<i>Students will explain the fundamental principles and values of American democracy in the United States Constitution and other essential documents of American Democracy. Students will analyze the contradictions within these documents and their application or lack thereof, giving primacy to its effect on people of color and women.</i>
12.1 Students explain the fundamental principles and values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
1. Analyze the influence of world thinkers and theorists on the U.S. system of democracy. Analyze the lack of democracy in Greco-Roman times and its relationship to the lack of total democracy in contemporary U.S. society.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Examine the connection between individual rights and collective rights and the struggle of federal rights vs. states' rights that continues to this day, giving special attention to the Southern states' attempts to maintain legalized racism and the Northern states' struggles to maintain institutionalized racism.
4. Examine the Federalist Papers and the "Founding Fathers" ideology behind it.
5. Critically analyze the systems of separated and shared power, checks and balances, civilian control of the military, and an independent judiciary.
6. Examine the Bill of Rights and analyze how it applies to marginalized groups.
12.2 Students discuss the roles and responsibilities of being a member of United States society.
1. Discuss the meaning of each of the rights under the Bill of Rights and how much of a reality they are.

2. Analyze the way in which economic rights are designed to benefit a certain segment of the population. Understand the oppressive role the concept of private property has had historically in the U.S. Examine the struggles that have taken place for workers' rights and the continuing attacks on these rights.
3. Examine the individuals' responsibilities to laws as well as the responsibility to challenge unjust laws.
4. Explain the importance of being a politically conscious and active member of society.
5. Explain how one becomes a citizen. Examine the barriers put up to keep some groups from becoming citizens. Examine the difference between European immigration and immigration status for people from Asia, Africa, and Latin America.
12.3 Students take positions on what should be fundamental values and principles of civil society. Students analyze to what extent the United States has upheld these values and principles.
1. Examine the ways in which political, religious, cultural, economic, and social freedoms are denied.
2. Examine how civil society is able to influence government and yet be subordinate to the interests of the ruling class.
12.4 Students study the three branches of government.
1. Discuss Article I of the Constitution as it relates to the legislative branch, the process by which a bill becomes a law, and how the Constitution can be amended.
2. Discuss Article II of the Constitution as it relates to the executive branch.
3. Discuss article III of the Constitution as it relates to the judicial powers, as well as the selecting and confirming of Supreme Court justices.
4. Identify local and state representatives.
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g. the Warren and Rehnquist courts)
3. Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education</i> , <i>Miranda v. Arizona</i> , <i>Sacco and Venzetti</i> , <i>Regents of the University of California v. Bakke</i> , <i>Adarand Constructors, Inc. v. Pena</i> , and <i>United States v. Virginia (VMI)</i> , Affirmative Action and Reverse Discrimination.
12.6 Students evaluate issues regarding campaigns for national, state, and local campaigns.
1. Analyze the development of the two major parties. Discuss the significant differences, if any, between them. Study the existence of smaller parties that have had an impact on society and politics.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
4. Describe the means that citizens use to participate in the political process (e.g. voting, campaigning, lobbying, filing a legal challenge, protesting, boycotting, picketing, running for political office, etc.)
5. Discuss the features of "direct democracy" in numerous states (e.g. recalls, referendums).

6. Analyze the historical importance of the Electoral College and the struggle for re-districting.
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
1. Examine how conflicts between government levels are resolved.
2. Identify revenue source for governments and analyze the distribution of such revenues.
3. Examine reserved and concurrent powers of state governments.
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
5. Understand the process of law making at each of the three levels of government, with special attention to the role of corporate media and corporate lobbying efforts.
6. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, the use of the National Guard to squash dissent during the Civil Rights and Anti-War movements, covert military actions carried out in Third World.
12.8 Students examine the influence of mass media on politics.
1. Discuss the meaning, responsibility, and role of free press and how much of a free press we currently have.
2. Examine the different mediums of media and their role in politics.
3. Examine the ways in which politicians manipulate the media.
4. Examine the corporate mergers of media and its effect on the existence of a truly independent press.

POLITICAL ECONOMY

STREET ACADEMY CONTENT STANDARDS: GRADE 12
<i>In addition to studying government in grade twelve, students will also explore the political and economic role of the United States here at home and abroad, as well as its impact on the masses.</i>
12.1 Students understand common economic terms and concepts.
1. Examine the concept of scarcity.
2. Study the opportunity cost, marginal benefits, and marginal cost.
3. Examine the differences between monetary and non-monetary incentives.
4. Analyze the role of private property and its use as a way of maintaining class divisions.
5. Analyze the role of the market economy and its effect on creating and maintaining unequal distribution of wealth.
12.2 Students will analyze the imperialist nature of the United States as a result of its need for new markets to maintain its capitalist economy.
1. Study supply and demand and the overproduction of capitalism.
2. Examine the principal motive of profit in a market economy and its effect on the people in the country and around the globe.
3. Understand the role of monopoly capital in determining prices.
4. Describe the functions of the financial markets.
12.3 Students will look at the role of the government in maintaining a capitalist economy and reproducing economic inequalities.
1. Study the role of government in a market economy and the ways in which the government provides certain services for civil society.
2. Examine policies of corporate welfare.
3. Analyze ways in which government policies help capitalists and yet harm the masses of people

as well as the environment.
4. Examine the connection between the economy, the government, and civil society.
12.4 Students analyze the racial and gender characteristics of injustices within the labor market including a dual-wage structure, labor market segmentation, and stratification within the workplace. Students will also examine the global nature of such inequalities in the world labor market.
1. Describe the current economy and labor market and the impact of international competition.
2. Examine the dual wage structure for women and people of color.
3. Define, calculate, and explain the impact of the unemployment rate among people of color and women. Use the concept of the reserve army of labor to analyze unemployment specifically as it disproportionately affects people of color and women.
4. Discuss the role sweatshops in the U.S. and abroad have played in the need for continued exploitation of labor and resources in order for capitalism to survive. Study the irrational expansion of capitalism and its relationship to national and international sweatshops and other exploitive systems of production.
5. Students will understand the “new slavery” in the global economy (i.e. United States, France, Pakistan, etc)
12.5 Students analyze issues of international trade and how the U.S. economy affects economic forces beyond the United States’ borders.
1. Discuss the establishment of International Declaration of Human Rights, International Monetary Fund, World Bank, GATT, WTO, NAFTA, and the FTAA and their importance on foreign policy.
2. Understand the changing role of international political borders and territorial sovereignty in a global economy.
12.6 Students will analyze the writings of Karl Marx and Frederick Engels the <i>Communist Manifesto</i> and its relevance in understanding the role of Modern Industry and the way in which history is the result of class struggle.
1. Students will trace the history of the modern bourgeoisie.
2. Discuss the historical and current conditions and the stages of the proletariat during various historical periods, giving emphasis to the different struggles and movements led by the working class.
3. Understand the impact that Modern Industry has played in the global economy.
4. Study the goal of modern bourgeoisie and their relationship to the state, with an emphasis on policies that maintain private property in the hands of the bourgeoisie, while denying the collective economic interests of the working class and their need to keep private property out of the hands of the masses and that property is based on the antagonism of capital and wage labor.
12.7 Students will understand the common terms and concepts of the Stock Market and its role in the United States.
1. Discuss the history of the stock market.
2. Examine the role the stock market played in the Great Depression both in the U.S. and around the world.
3. Examine the changing nature of the nation-state with the expansion of global capital. Students will examine the economic motives behind various U.S. foreign policies.

Appendix 4: Sample Course Descriptions:**Street Academy Conceptual Physics Year Plan**

Course Overview

Conceptual Physics brings in-depth and accurate science to all students through real physical modeling and problem solving. Students set up meaningful experiments, collect data, use algebra to model physical phenomena, represent data graphically and analyze it, and ultimately draw conclusions based on the data. Students also complete weekly problem sets and reading assignments, and show their understanding through daily quizzes. Students keep an organized binder where they record data and observations, represent data graphically and analyze it, and draw conclusions based on the data. This course offers extensive experience with physics through a diversity of learning styles. Upon completing this course, students will have a visceral understanding of the physical universe and a solid basis on which to construct their future science learning. This course is based on Physics: A First Course from CPO Science. Unit objectives are found in individual unit plans.

conceptual physics A	conceptual physics B
<ul style="list-style-type: none"> • unit 1: forces and motion • unit 2: energy and systems • unit 3: matter and energy • unit 4: energy and change 	<ul style="list-style-type: none"> • unit 5: electricity • unit 6: electricity & magnetism • unit 7: vibrations, waves & sound • unit 8: light & optics

Binders

Students keep notes, laboratory reports, problem sets, assessments and a problem journal in their binders. Binders represent all of a student's work for the duration of the class, and are assessed each unit for completeness, organization, and presentation.

Laboratory Reports

Students deliver weekly reports detailing their work in the lab. These reports are graded for completeness and correctness and live in the binder.

Problem Sets

Weekly problem sets based on reading and notes are graded for completeness and correctness. Graded problem sets live in the binder.

Assessments

Students are assessed on new and mastered material through short, daily quizzes. Formal assessments may be conventional written exams, verbal explanations that demonstrate understanding, experiment

design and explanation, graphical representation of data or concepts. Students may be assessed as individuals or as groups.

Participation, Preparedness & Behavior

Students are expected to be in class with all necessary supplies, on time, prepared to begin immediately. Students are focused on the days activities for the duration of the period. All students are expected to participate in all classroom activities.

Biology A

Fulfills first half of life science requirement (10th grade)/ 5 units

Major source of information: Biology (McDougal Littell) and ancillaries, "Science World" and other periodicals, biology coloring books, teacher made materials.

In accordance with state and district standards, this general biology course is designed to introduce the student to the concepts of biology with an emphasis on life processes as they occur on the cellular level. Through lab activities, cooperative group work, lectures, utilization of multi-media materials, and written assignments, student will cover areas such as structure and function of the cell, osmosis through semi-permeable membranes, cell reproduction, and genetics. Biology concepts such as metabolism; homeostasis, systems, interactions, and evolution will be emphasized and science processes in investigation and experimentation will be developed.

Outline of Units to be Covered:

1. Introduction to Biology includes activities introducing scientific thinking and processes, unifying themes of biology, current science issues, the role of biology now and in history with an emphasis on contributions of scientists "of color".

CA Standards: IE 1.b, IE 1.d, IE 1.f, IE 1.g, IE 1.j

2. The Chemistry of Life covers molecules, properties of water, and the carbon based molecules which are the basis of life. A lab activity allows students to investigate the role of enzymes in catalyzing reactions in living cells.

CA Standards: 1.b, 1.h, 4.e

3. The Cell as the basic unit of life, characteristics of the different types of cells, the roles of organelles in the production and secretion of proteins and the capture and use of energy, and the role of the cell membrane is regulating interactions with the cell's environment are covered. The microscope as an important tool in the study of biology is presented in a lab comparing structures of plant and animal cells and lab activities demonstrating polarity of water, diffusion, and osmosis are a significant part of this unit.

CA Standards: 1.a, 1.c, 1.e, 1.f, 1.g

4. Cells have distinct phases of growth and reproduction, regulated for healthy functioning. Disruption of this cycle may lead to cancer.

A lab activity demonstrating the role of ultraviolet radiation in cancer causing mutations reinforce these concepts

CA Standards: 4.c, 4.d

5. Chromosomes, meiosis and its contribution to genetic variation, Mendelian Genetics as it explains the inheritance of traits are introduced. Punnett squares as a tool of predicting allele combinations are utilized. Human blood types as an example of complex patterns of inheritance are explored through a lab activity.

CA Standards: 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 3.a, 3.b

6. The molecular foundation of genetics via DNA, its structure and replication, RNA transcription and protein synthesis are key concepts of this unit. A lab activity on DNA extraction will help students visualize these concepts. Genetic engineering, DNA fingerprinting, and other frontiers of biotechnology are introduced.

CA Standards: 1.b, 1.d, 4.a, 4.b, 4.c, 4.d, 4.f, 5.a, 5.b, 5.c

Biology B

Fulfills second half of life science requirement (10th grade)/ 5 units

Major source of information: Biology (McDougal Littell) and ancillaries, "Science World" and other periodicals, biology coloring books, teacher made materials.

In accordance with state and district standards, this general biology course is designed to introduce the student to the concepts of biology with an emphasis on life processes as they occur on the organism, population, and ecosystem. Through lab activities, cooperative group work, projects, lectures, utilization of multi-media materials, and written assignments, student will cover those areas outlined in standards on Ecology, Evolution, and Physiology. Biology concepts such as metabolism, homeostasis, systems, interactions, and ecology, and evolution will be emphasized and science processes in investigation and experimentation will be developed.

Outline of Units to be Covered:

1. Continuity of Life through genetics, adaptation, evolution and natural selection, and history of life on earth will be introduced. Lab activities on beak adaptation and biochemistry of evolution will reinforce these concepts.

CA Standards: 7.a, 7.b, 7.c, 7.d, 8.a, 8.b, 8.d, 8.e

2. Interdependence of life, stability in an ecosystem, and human effect on a fragile earth will be emphasized in this unit on ecology. Activities will include an owl pellet investigation to introduce food webs, climatograms / group biome projects, and a lake cleanup project.

CA Standards: 6.a, 6.b, 6.c, 6.d, 6.e, 6.f

3. Homeostasis and Infection and Immunology will be introduced in this unit on physiology. A lab activity on antibiotic resistant bacteria will reinforce concepts of evolution and immunology.

CA Standards: 9.a, 9.b, 9.c, 9.d, 9.e, 10.a, 10.b, 10.c, 10.d, 10.e

Course Requirements:

1. Regular attendance and participation are critical.
2. Homework, consisting of textbook work, vocabulary and concept enrichment reviews, worksheets and writing assignments based on news and magazine articles, and coloring sheets will be assigned 2-3 times weekly.
3. Student maintains a binder of all class notes, written assignments, and tests, which will be evaluated regularly for organization and completeness.
4. There will be periodic exams over materials covered in class with emphasis on textbook material.
5. Knowledge of content area and scientific processes will be demonstrated through a scientific investigation or community service project completed individually or in groups.
6. A final portfolio at the end of the term will use representative assignments and a "reflective essay" to demonstrate comprehension of materials.
7. Final grade is based on approximately 1/3 class work, 1/3 homework, and 1/3 assessments (tests, project, portfolio)

Chemistry 1a/1b Course Description and Syllabus

Course Description

This course is designed as a college preparatory class. It is part of the requirements for graduation from high school and will be conducted in that manner. We will be covering all aspects of atoms, molecules, matter, the periodic table, interactions between elements, and balancing equations. Emphasis is on a student being able to take an entry

level college chemistry course upon completion of this course. We will be using multiple texts and source material as well as performing experiments which may involve the handling of hazardous materials. Safety is our number one priority during these experiments and any student not adhering to the class safety rules will be forced to leave the class.

Behavior

What you can expect: I will treat you with respect and fairness. I will listen to you when you are speaking, take your ideas and questions seriously and be available to help you when you need assistance (both during class time and after school hours). I will not tolerate any infraction of school rules during this class including but not limited to cell phone use and eating during this class. We will be working with dangerous materials in this class and no fooling around will be tolerated.

What is expected of you: You will adhere to Emiliano Zapata rules and regulations. You will observe all safety rules and regulations at all times during this class. You will attend tutoring sessions on either Monday or Friday during the term if either I or you feel it is necessary for your successful completion of this course. You will be respectful and fair to yourself and others in the room. You will listen when others are speaking and you will take your education seriously. You will help to make this classroom a safe learning environment in which all students feel comfortable asking questions and expressing their ideas. You will be honest and always do your best. You will work cooperatively with others and help them do their best. You will turn in all homework (including lab reports) on time or be penalized one letter grade for every day that it is late. Unless specific arrangements have been made, no work will be accepted past three days of its original due date. All missed class work is your responsibility to make up either from a classmate or through your own effort, absences to not add any days to extending the three day deadline.

Curriculum

This class will cover the history of chemistry from early experimentation to modern technology. We will learn about the inner workings of the atom, its structure, and how it combines with other elements to form the fabric of our world. We will be using multiple texts, handouts, and other source material to build our knowledge. You will learn scientific vocabulary, experimental procedure, and the nuances of the lab write up form. You will be expected to experiment, observe and tabulate results using the standard scientific methodology. We will discuss how chemistry has been used to better our world as well as worsen our environment.

Grades

I do not grade on a curve and do not believe in favoritism toward students. You will be expected to turn in all assignments when they are due and complete them to the best of your ability. Any assignments not completed in this manner will be returned and you will be expected to revise them. Failure to complete all assignments and lab reports will result in your not passing this class.

Binder (must be organized, all notes in the Cornell format, all lab reports completed and written in a specific format, all handouts organized and filed properly) 1/3

Tests (including midterms, finals, and interim assessments) 1/3

Lab reports (including hypothesis, materials, observations and conclusions) 1/3

Assessments

Assessments are a measure of what you have learned and what we need to review. The goal of this class is to learn chemistry. You will be given assessments frequently and in different formats so that we are aware of what material we should review. If you are having difficulties in a specific area, you will be asked to come for more individualized instruction after regular class time

English Enrichment Reading/Writing EL Intervention Program
All Levels / 5 units

Course Description: High Point is a California adopted reading program used to build reading, writing, and vocabulary skills. This course is designed to help students to successfully increase reading comprehension, build vocabulary skills, spelling techniques, and critical thinking skills. In addition students will develop skills to effectively pass the California High School exit Exam and other California standard based test. Students will

understand and demonstrate theories and methods of English language arts standards outlined in the state reading/language arts content standards and the English language development standards.

Course goals:

Students will:

- Acquire skills to provide differentiated and/or multilevel learning
- Increase reading comprehension through use of different reading strategies
- Learn strategies that will improve spelling 320 most frequently misspelled words.
- Demonstrate improved writing skills through games, puzzles, quizzes, and projects.

Course Objectives:

Upon completion of all course levels, students will be expected to demonstrate understanding of English Language Arts by:

- *Analyzing and discussing literature including short stories, essays, fiction, non-fiction, novels, and current events.
- *Applying and practicing at least 5 reading strategies for effective reading.
- *Researching and writing a report or essay varying in style and length based on the level the student is enrolled in.
- *Defining and spelling 320 spelling/vocabulary words with 90 percent accuracy.
- *Increasing reading fluency and comprehension by 10 percent.

Required Materials:

- *High Point Book and work book
- *5 subject notebook or binder with 5 subject dividers
- *glue stick
- *Library card
- *Novel (check with the current English teachers to determine appropriate reading materials)
- *Palm pilot, homework pad, calendar, or cell phone to record daily home work assignments.
- *Establish a blog using blogspot.com

Homework Policy:

The homework policy has changed once again. To ensure fairness and to minimize paperwork, homework assignment will be due on the day stipulated. Students will have daily homework assignment unless changed by the instructor. NO late homework will be allowed unless the student is absent due to one of the legal excuses assigned by the district. It is the responsibility of the student to keep up with daily homework assignments. In order to do this, students must have a source to record assignments, exchanging phone numbers with 3 other students in class, or calling the instructor by 10 p.m.

Grading Policy:

A student's grade will be based on homework, test/quizzes, essays/research papers, projects, games, puzzles, and participation. It is imperative that students maintain all assignments. Failure to do so will result in failing the class.

Homework assignments	5-10 points per assignment
Weekly quizzes	10-20 points per quiz
Tests (3 to 5 major)	50-100 points per major test
Essays/Papers (minimum 2)	100 points per assignment
Projects (minimum of 1)	50-100 points per project
Misc	10-20 points per assignment

TOTAL POINTS: It is the responsibility of the students to keep record of the points they have accumulated by maintaining an assignment sheet and recording scores.

100-90% of total points=A

89-80 % of total points=B

79-70 % of total points=C

69-60 % of total points=C- and only 4 credits

Anything below 60 % of total points is a failing grade

Extra Credit:

Extra credit will be given through out the quarter. Extra credit is just that, extra. Students must have 70 percent of all assignments turned in to qualify.

English 1A-College Preparatory Writing Seminar
9th Grade / 5 units

Course Description: English 1A is a freshmen writing seminar. This course is designed to help students to successfully increase reading comprehension, build vocabulary skills, spelling techniques, improve critical thinking

skills, and improve writing skills. In addition students will develop skills to effectively pass the California High School exit Exam and other California standard based test.

Course goals:

Students will:

- Acquire skills to provide differentiated and/or multilevel learning
- Increase reading comprehension through use of different writing strategies
- Demonstrate improved writing skills through games, puzzles, quizzes, and projects.

Course Objectives:

Upon completion of all course levels, students will be expected to demonstrate understanding of English

Language Arts by:

- *Analyzing and discussing literature including short stories, essays, fiction, non-fiction, and current events.
- *Applying and practicing at least 4 writing strategies for effective writing.
- * Researching and writing a report or essay varying in style and length.
- *Write and form sentences and paragraphs with 90% accuracy.
- *Increasing reading fluency and comprehension by 10 percent.

Required Materials:

- *3 ring binder about 1 inch, 4 dividers, paper, pencils, white out, erasers.
- *Library card
- *Palm pilot, homework pad, calendar, or cell phone to record daily home work assignments.
- *Establish a blog using blogspot.com

Homework Policy:

The homework policy has changed once again. To ensure fairness and to minimize paperwork, homework assignment will be due on the day stipulated. Students will have daily homework assignment unless changed by the instructor. NO late homework will be allowed unless the student is absent due to one of the legal excuses assigned by the district. It is the responsibility of the student to keep up with daily homework assignments. In order to do this, students must have a source to record assignments, exchanging phone numbers with 3 other students in class, or calling the instructor by 10 p.m.

Mandatory tutoring: English 1A will be tutoring English Enrichment Level 2 students either on Tuesdays or Thursdays. Students must choose a day. Half the class will come in on Tuesday and the other half Thursdays. Choose carefully. If you are unable to make you tutoring time, you must choose someone to cover your shift. All students are responsible for coming to tutor in a least 9 out of the 12 sessions assigned. English 1A students will help answer questions that the English Enrichment students bring in. The tutors will aid in developing thesis statements, building an argument, forming outlines, developing a dictionary, organization. The tutors are guides and are to guide students in finding the answer and not giving the answer. All tutors will meet once per week, on Fridays for debriefing on how they think the program is working, adjustments that need to be made, materials that need to be introduced and other issues concerning the tutorial session. The tutorial will result in an additional 1 credit.

Grading Policy:

A student's grade will be based on homework, test/quizzes, essays/research papers, projects, games, puzzles, and participation. It is imperative that students maintain all assignments. Failure to due so will result in failing the class. Each section is worth points. Students will be responsible for keeping track of their grades and the points they have earned. Each person will present a final portfolio to the English Department for review. You Portfolio will then be used in English 2A and 3A. It is imperative that each student keeps their portfolio because it is proof that you have complete work, learned a skill, mastered the standards, and made progress.

TOTAL POINTS: It is the responsibility of the students to keep record of the points they have accumulated by maintaining an assignment sheet and recording scores.

100-90% of total points=A

89-80 % of total points=B

79-70 % of total points=C

69-60 % of total points=C- and only 4 credits

Anything below 60 % of total points is a failing grade

Extra Credit:

Extra credit will be given through out the quarter. Extra credit is just that, extra. Students must have 60 percent of all assignments turned in to qualify.

Thematic Units:

Section 1: Me

In order to better understand how to change the world you have to better understand you and how you affect the world. The first unit is all about YOU!!! You will learn about yourself through the "I Am Poem." You will learn rhyme and rhythm and apply it to poetry. You will apply meter and poetry format to a final "I Am Poem" which will be place in a portfolio. The second half of the unit will be developing an autobiography based on your poem.

Section 2: Injustice-Cause and Effect

Once you have developed a sense of self, it is time to see how your community affects you. By reviewing daily events, you will get an idea of how you are affected by what goes on in your world, how it may affect you family, what are the causes and finally what can be done about it. The final project of this unit will be an editorial which must be posted on a blog, in a newspaper, mailed to a magazine, or submitted to an online resource.

Section 3: Take a Stance

Seeing what affect our world is important. Taking a stance is of even greater importance. This section gives you the opportunity to find a business which opposes your side about an issue. For example, if you believe that the INS is making unlawful raid on illegal immigrants, or that troops should be pulled out of Iraq or Afghanistan, then you will write a letter expressing your view. This section as well as section 2 requires research, statistics, a solid argument, great spelling and grammar skills. All business letters will be sent out to the businesses.

Section 4: Prepare to Speak

Finally, you not only know yourself but you know your community and you have identified those companies that oppose your view. Now it is time to tell others out your position. With invited guest waiting, you will deliver a 3-5 minute speech on your stance and you will discuss a solution to the problem. You develop speaking skills, breathing skills, as well as learning how to look at the audience, and your voice, tone, message, them, and adjectives.

Assignments	Possible Points	Earned Points	Revised Points	Revised Points
Binder check 1	20			
I am Poem Draft 1	05			
I am Poem Draft 2	05			
Rhyme, Rhythm, meter, format worksheet	10			
Rhyme				

English IIA
10th Grade / 5 units

College Preparatory Writing

English IA/IIA focuses on beginning writing strategies and reviews basic skills. The course emphasizes the development of the Writing Process. It begins with developing an understanding of how to write and understand the structure of sentences, develop paragraphs, summaries, 3-5 paragraph essays and an introduction to writing research papers and developing MLA Works Cited lists

CLASS REQUIREMENTS

Textbook: Holt Literature and Language Arts 3rd & 4th Course

Current Events: Fridays – San Francisco Chronicle, magazines and internet

Warm ups

Analogies(365, 410), Antonyms(p205 &253) and Synonyms (p 226 & 253, Test 452)Thesaurus pgs 186, 253 & 282, Connotations(p54 & 282),Context (p 327 &373, test 394, 432) Etymologies(p42)/Word Origins (pg) Suffixes(p153) Primary/Secondary resources, Root Words(p373 & 380), Idioms(p525)

Writing Styles

Summaries, Narrative in first person/second person, Persuasive writing, Compare and Contrast, Descriptive, Poetry

WEEKLY LESSONS

Week One

- Community Building
- *Crash* – plot, setting character

Week Two

- Warm up – *Crash* What did you learn about race in America from watching the movie?
- Classroom Creed vocabulary and behavior expectations. Creed also serves as an introduction to social issues and writing as a means of social change.
- Writing Workshop: NARRATIVE - Writing a biographical narrative on a fellow student.
- “What’s Goin’ On” - FRIDAY Current Events- All weekly current events summaries require oral presentation to earn credit for the assignment. Current events should include the following:
 1. Student name, date, class period, author, article title, title of newspaper or magazine underlined, date of article, page number, and URL (if retrieved from the internet).
 2. Students should write a one paragraph summary of an article that is a minimum of 5 paragraphs.
 3. Student should also write 1 paragraph explaining his or her reaction to the article and share opinions on controversial issues.
 4. Finally student should select one challenge vocabulary word from each article
 5. Students are responsible for Current Events presentations every Friday

Week Three

- Vocabulary quiz – “Creed”
- Writing Workshop: NARRATIVE – Final Narratives due Thursday.
- “What’s Goin’ On” – FRIDAY Current Events

Week Four

- Vocabulary quiz – Current Events
- Writing Workshop: PERSUASIVE Writing - Developing Arguments and Counterarguments
- “What’s Goin’ On – FRIDAY Current Events

Week Five

- Vocabulary Quiz – Current Events
- Writing Workshop: Final PERSUASIVE Essays due THURSDAY
- “What’s Goin’ On – FRIDAY Current Events

Week Six

- Mid – term : Present Persuasive essay as a speech(p220)
- View Film - TBA

Week Seven

- Warm-up: What was the setting, plot of the film? Who were the main characters? Describe them.

- Writing Workshop: How to write a REFLECTION
- “What’s Goin’ On – FRIDAY Current Events

Week Eight

- Vocabulary Quiz – Current Events
- Writing Workshop – AUTOBIOGRAPHICAL NARRATIVE (p193)
- “What’s Goin’ On” – FRIDAY Current Events

Week Nine

- Vocabulary Quiz – Current Events
- Writing Workshop – Finish AUTOBIOGRAPHICAL NARRATIVE / Oral presentation (p283)
- “What’s Goin’ On” – FRIDAY Current Events

Week Ten

- Vocabulary Quiz – Current Events
- Writing Workshop - COMPARE & CONTRAST
- “What’s Goin’ On- FRIDAY Current Events

Week Eleven

- Vocabulary Quiz – Current Events
- Writing Workshop – DESCRIPTIVE WRITING (p 540 & 548), Writing Poetry(p456), Imagery, Simile, Tankas, Haiku

Final Weeks

PREPARE FINAL WRITING PORTFOLIO OF BEST PUBLISHED WORKS

EXPECTATIONS

- The expectations explained in *Sista Gina’s Classroom Creed* will be emphasized daily. Also, this school community belongs to all of us so we must take care of it. All students are expected to contribute to the daily maintenance of a clean, positive classroom and school environment. Regular attendance is mandatory in order to earn full credit for the course.
- It is also the expectation that all assignments will be completed on time to the best of the student’s ability. If students do not demonstrate full understanding of concepts they will be given the opportunity to revise assignments until criteria is satisfactorily met.
- Students should bring a journal (notebook, folder with paper, composition book) to class everyday.
- Students will be graded as follows:
 - Writing Assignments = 40% of Grade
 - Current Events = 30% of Grade
 - Final Project = 20% of Grade
 - Participation & Attendance = 10% of Grade

English IB/IIB will explore different social issues or problems affecting society by reading three novels and several short pieces of nonfiction from local newspapers. Each student is responsible for attending daily, completing all assignments, and participating in discussions as this English class also strives to develop students' oral speaking abilities.

WEEK ONE

Community Building

WEEK TWO - FOUR

Novel *El Bronx Remembered* by Nicholasa Mohr

Dialogue Journal

Vocabulary Context

Writing Summaries & Identifying Main Ideas

Descriptive Writing – describe character from book

Narrative Writing – “Imitate the Author” – Write an autobiography of a significant memory, experience, tragedy in your life.

WEEK FIVE – SIX

Novel, *Rite of Passage* by Richard Wright

Journal

Literary Analysis – Focus on Character & Dialogue

Introduction to Socratic Seminar

WEEK SEVEN – TEN

Novel, *Down These Mean Streets* by Piri Thomas

Journal

Socratic Seminar

Compare & Contrast Essay

WEEK ELEVEN – TWELVE

Reading, Writing and Presenting Non-Fiction

Newspapers, On-line sources & *Holt Literature and Language Arts 3rd/4th*

Leading Socratic Seminars

FINAL GRADES

Quizzes / Tests (tests count as three quiz grades in the grade book) = 20%

Journal / Portfolio = 25%

Final Essays = 25%

Class Participation = 10%

Life Enrichment Activities = 20%

Name _____

Dialogue Journal Strategies

The purpose of keeping a journal while you read is to be aware of what the reading makes you think about, as well as to make the reading more meaningful. As you read, keep track of passages and page numbers you find interesting and want the class to come back to and discuss. Write about you feel about these passages. You should be able to identify one passage for each category below.

1. Identify setting. Draw a picture.
2. Identify plot. Briefly write one 5-7 sentence paragraph telling the plot

3. **QUESTIONS** Write down questions when you don't understand something that is going on in the novel or passage.
4. **TALK BACK** Get mad at the character or the storyteller. Talk back to them, disagree, shout, empathize with them and write it all down.
5. **MEMORIES** Does the story remind you of something or someone in your life? Why/Why not? What memories does it evoke?
6. **AHA's** As you read, pay attention to how the characters interact with each other, what the dialogue or things that people say tells you about the character. You might notice something said or something happening again and again. This might provide insight or new thought into the theme or central message of the story.
7. **GREAT WRITING** Look for a line, a phrase or a paragraph that you think is great writing. You might want to borrow the line for your own poem, essay, story etc. Ultimately, learning to recognize good writing helps you become a better writer
8. **LITERARY ELEMENTS/TECHNIQUES** Also identify when the author uses imagery, simile, metaphor, flashback, foreshadowing, character, symbols, point of view
9. **OTHER READING** Sometimes, as we read, other books or movies come to mind. Write those down too
10. **SOCIAL QUESTIONS** Look for race, class, gender, inequalities. Write them down

11th Grade / 5 units

English IIIA focuses on developing writing that promotes social and political consciousness. The course aims to develop students' writing to be used as a communication tool for promoting positive social change in the local community and beyond. Students will engage in depth in the writing process and develop a variety of different essay styles with particular emphasis on the persuasive essay and a final persuasive research and debate project. Students will engage in the research paper writing process and learn to develop and support thesis statements, differentiate between fact and opinion and use the library stacks and computer catalogues for collecting information. The debate portion of the project is to aid in the development of student's oral speaking skills and emphasize the importance of articulating opinions that are supported by evidence, facts and data.

The Persuasive Research and Debate Project (Last 6 Weeks of Quarter)

- HT conduct library research – video & library visit
- HT conduct internet research – video
- What is plagiarism & HT avoid it
- HT create an informal survey, collect, tally and report on results
- What is an anecdote & HT use it to engage audience
- What is the MLA guide to documenting sources
- HT create a Works Cited List

EXPECTATIONS

- The expectations explained in *Sista Gina's Classroom Creed* will be emphasized daily.
- It is also the expectation that all assignments will be completed on time to the best of the student's ability. If students do not demonstrate full understanding of concepts they will be given the opportunity to revise assignments until criteria is satisfactorily met.
- Students, bring a journal (notebook, folder with paper...) to class everyday. Students will keep a progress folder where all writing will be kept in class.
- Students will be graded as follows:

Final Research & Debate Project = 40%
Quizzes = 15%

LEA/Life Enrichment Activities = 20%
Class Participation & Attendance = 10%

(Three or more absences from date of enrollment will mean an automatic drop in letter grade; More than three absences will affect ability to earn full credit)

Grading Scale

A= 90-100%

B= 80-89%

C=70-79%

Below 70%= Not Passing

Final Grade based on final average of all *assignments. Completion of all LEA/Life Enrichment Activities weighted toward final grade on each assignment. This means that homework can either make or break you. Homework graded with either ____check plus(A), ____check(B), ____check minus(C), I= Incomplete or R= Revise/Do it over making necessary corrections

CALIFORNIA CONTENT STANDARDS ADDRESSED:

WRITING AREAS OF FOCUS & Standards Addressed:

Narrative

- *Organization and Focus*: 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative
- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone
- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- 2.0 Writing Applications (Genres and Their Characteristics)
- Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
- 2.1 Write fictional, autobiographical, or biographical narratives:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

Persuasion & Research

- *Writing Strategies*: Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning
- b. Syllogisms and analogies

1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

WEEK ONE

Classroom Expectations, Community Building, Peer-to-Peer Interviews

- o Classroom Creed Vocabulary & Concepts
- o "I Am From" Poem

WEEK TWO

Descriptive Writing & Imagery, Pre-writing Biographical Narratives

Text: Holt Elements of Language 4th & 5th Courses, Reading Writing & Rising Up

- o Vocab Creed Quiz
- o The Writing Process
- o Identifying Narrative Criteria

WEEK THREE

Descriptive Writing & Character Description, Final Steps of the Writing Process – Drafting, Revising, Editing & Publishing of Bio Narratives

Text: Holt Elements of Language 4th & 5th Courses, Reading Writing & Rising Up

Vocabulary Cartoons: SAT Vocabulary

- o Understanding Adjectives, Adverbs, Nouns & Pronouns
- o Character Development & Description
- o Writing & Revising Biographical Narrative
- o Cumulative Concepts & Vocab Quiz

WEEK FOUR

The Writing Workshop: The Timed Writing ProcessText: Holt Elements of Language 5thVocabulary Cartoons: SAT Vocabulary

- Oral Interpretation of Biographical Narrative
- Public Speaking
- SAT 20 Minute Writing Prompts
- Cumulative Concepts & Vocab Quiz

WEEK FIVE

The Writing Workshop Persuasive WritingText: Holt Elements of Language 5thVocabulary Cartoons: SAT Vocabulary

- Mid-term – Cumulative Concepts & Vocab Quiz
- Reading & Writing Editorials
- Fact vs. Opinion

WEEK SIX

The Writing Workshop: Persuasive WritingText: Holt Elements of Language 5th

- Persuasive – Select an issue in the news. Identify the controversy. What are the differing points of view? What is your opinion? Why do you agree or disagree?
- Cumulative Concepts & Vocab Quiz

WEEK SEVEN – TWELVE

The Persuasive Research and Debate Project

- HT conduct library research – video & library visit
- HT conduct internet research – video
- What is plagiarism & HT avoid it
- HT create an informal survey, collect, tally and report on results
- What is an anecdote & HT use it to engage audience
- What is the MLA guide to documenting sources
- HT create a Works Cited List

OBJECTIVE: The objective of this final research paper and debate project is to learn how to form effective, formal arguments and express opinions that must be supported by secondary and primary research. The paper and the debate will help in the development of each student's ability to master the art of persuasion through the utilization of researching facts that will ultimately be used to empower personal opinions, arguments, critical analysis and deconstruction of counterarguments.

THE PAPER: Each student is required to complete a 6-8 page persuasive research paper that must include a Works Cited list of 4-6 sources one of which must be a primary resource. The persuasive research paper must be typed using 12" font, DS, include a cover page and pages should be numbered. The cover page and Works Cited list are NOT included in the final page count. Students are required to utilize the internet, magazines, newspapers, books, videos, pamphlets and CD's as secondary sources. A student must choose one of the following as a primary resource for his or her paper:

1. Conduct an interview or
2. Develop his or her own survey, distribute it and tally the results. One copy of either the completed interview (typed) or one sample and tallied results of student survey must be included in the final paper but does not count toward final page count.

All students must turn in **Final Persuasive Research Paper by....** Students who fail to meet the deadline will automatically receive a failing grade for the written portion of the project. The project will be graded in three parts:

1. Daily assignments and how well student keeps up with the research process.
2. Final, written persuasive research paper.
3. Final Debate. Please keep in mind that this Research/Debate project counts for 40% of your final grade for English IIIA. Be conscientious, attend regularly and work consistently so the ability to earn full credit for the class will not be jeopardized.

THE DEBATE: Final debates will begin.... Students will be required to use a style of debate known as Lincoln-Douglas or Presidential. Student may debate in teams however a team can be no larger than four people. Each member of the team must be prepared to argue and time should be divided evenly. Each student must introduce him/herself and state his/her position in the debate. (e.g. My name is Gina Chill and I will be arguing today in favor of the death penalty for violent crimes and repeat offenders.) Time will be divided into Point, Counterpoint, Rebuttal and Audience participation.

POINT

The person beginning the debate has 3-5 minutes to state his/her position on selected topic. This is the student's opportunity to restate position in the debate and list the major arguments in favor or against a certain issue. It is at this time where persuasive tactics such as anecdotes (personal stories, case studies, true events), poetry or news articles MUST be used in order to dramatically demonstrate the student's reasoning on the topic.

COUNTERPOINT

This is the time in the debate when each participant must thoroughly challenge arguments presented by each individual or team. Students must remember to counter argue with the opponent point by point. Taking notes, good listening and careful organization of facts is essential to this portion of the debate. It is this portion of the debate when students should present statistics to validate opinions. Also, to increase credibility, students must acknowledge sources of information. Students will have a 2-3 minute time frame and each side will participate in counterpoint twice.

REBUTTAL

This provides an opportunity for both sides to counter argue back and forth. If a student on one side makes a point the student on the opposing side must address that statement before presenting any other facts or arguments. Students may attack anything presented in point or counterpoint and may introduce new ideas. Each side has 1-2 minutes to present rebuttal and each side will participate in rebuttal four times.

AUDIENCE PARTICIPATION

This portion of the debate provides time for class discussion. Students may offer questions, make statements, and present his or her own opinions on the subject debated. Each student must present questions or comments within a

30 second time frame. Participants in the debate will have 1 minute only to respond to questions, statements etc. At the end of audience participation, each side must present conclusions in 30 seconds to 1 minute.

RULES

1. PLEASE, NO ARGUING, SHOUTING, INTERRUPTING OTHERS OR USING PROFANITY. STUDENT CAN AND WILL BE ELIMINATED FROM DEBATE/AUDIENCE, SENT TO CTM AND FAIL FINAL PROJECT.
2. REMEMBER, CREED RULES APPLY
3. RESPECT TIME LIMITS OR FAE DISQUALIFICATION
4. ORGANIZE NOTES ON SOURCE CARDS, HAVE PAPER AND SOMETHING TO TAKE NOTE WITH DURING THE DEBATE.
5. AUDIENCE MUST COMPLETE GRADING RUBRIC TO EARN PARTICIPATION POINTS IN THE GRADEBOOK.

RUBRIC

HOW THE CLASS WILL GRADE THE DEBATE

_____ Did the student demonstrate preparedness and professionalism? Did he/she use Academic English?

_____ Did the student demonstrate knowledge of subject matter?

_____ Did the student use source cards and seem organized? Did the student actively listen and take notes?

_____ Did the student use effective persuasive arguments that were convincing? Did the student evoke emotion, use anecdotes, facts and statistics that provided effective responses to opponents arguments?

_____ Did the student give credit to sources when presenting facts?

GRADING YOUR FINAL PERSUASIVE RESEARCH PAPER

_____ Did the student meet the deadline ?

_____ Did the student follow directions and satisfy all research paper requirements(paper length, font size, cover page, works cited list, survey or interview samples)?

_____ Did the student present well thought out opinions, support those opinions with facts and give credit to sources?

_____ Did the student present a clear presentation of his/her position on the topic selected? Did the paper present a minimum of three arguments that support his/her opinion and then effectively counter argue opposing viewpoints?

_____ Is there evidence that the student proofread paper and corrected spelling, typos, mechanical and grammatical errors?

- EACH QUESTION SHOULD BE EVALUATED AND MARKED ON A SCALE OF 1-5. 5 = EXCELLENT, 1 = BELOW AVERAGE. 20-25 PTS = A, 17-19 PTS = B, 12-16 PTS = C, 11 POINTS OR BELOW IS NOT PASSING*

BRAINSTORM OF POSSIBLE TOPICS

1. Should marijuana be legalized?
2. Should abortion be made illegal?
3. Should there be dress code in public schools?
4. Should the legal drinking age be raised/lowered?

5. Should immigrants be allowed to have driver's licenses?
6. Should gays/lesbians have a right to legal marriage?
7. Should police be in public (Oakland) schools?
8. Should the death penalty be abolished?
9. Should Proposition 21 be reversed?
10. Is the Patriot Act Constitutional?
11. Should African-Americans receive reparations?
12. Does racial profiling exist?
13. Should the prison system be abolished?
14. Should the military budget be cut/reconsidered?
15. Is graffiti a crime or an art?
16. Is globalization a positive or negative thing?
17. Is socialism better than capitalism?
18. Is the No Child Left Behind Act a positive and useful step toward school reform?
19. Should the city of Oakland have made it illegal to be a spectator at a side show?
20. Should teachers in urban schools be required to learn ebonics?
21. Should prostitution be decriminalized?
22. Is Affirmative Action racist preferential treatment?
23. Should sex education be taught in schools?

English 3B - Drama & Writing For The Stage / Screen
 11th/12th Grade/5 units

Objectives:

- Students will read full length plays, scenes, monologues, etc. from historically significant eras
- Students will understand and familiarize themselves with the concept of racism as it existed and continues to exist in the United States of America.
- Students will interpret orally monologues, scenes and plays.
- Students will learn about important occurrences in history and how literature of all kinds is an expression of the times in which an artist is living.
- Students will analyze, write about and discuss socially issues of the past and present.
- Students will develop academic vocabulary through discussion, reading, and writing literary analyses of theme, compare and contrast and expository papers.
- Students will learn how to format scripts for the stage and screen.
- Students will write and perform scenes / one act plays as a class or in small groups as an exercise in creative self expression and understanding their impact on their communities and the world.

Texts / Activities:

- ❖ *A Raisin in the Sun* by Lorraine Hansberry
- ❖ *Zoot Suit & Other Plays* by Luis Valdez
- ❖ *Voices of Color* edited by Woodie King, Jr
- ❖ Theater Games
- ❖ Oral interpretation
- ❖ Guest Speakers TBA

Units / Themes:

WEEK ONE – BUILDING COMMUNITY

Classroom Creed & Vocab
 “I Am From” Poem

WEEK TWO – UNDERSTANDING CONCEPT OF STAGE & SCREEN

Introduction to the play, scripts for the stage and screen
 Elements of acting
 Knowing the Stage
 Video *Why Did I Get Married?*

WEEK THREE – READING, UNDERSTANDING & ANALYZING A FULL LENGTH PLAY

A Raisin in the Sun

WEEK FOUR – READING, UNDERSTANDING & ANALYZING A FULL LENGTH PLAY

A Raisin in the Sun

WEEK FIVE

Cumulative Mid-term
 Video *A Raisin in the Sun*

WEEK SIX – READING, UNDERSTANDING & ANALYZING A FULL LENGTH PLAY

Zoot Suit & Other Plays

WEEK SEVEN – READING, UNDERSTANDING & ANALYZING A FULL LENGTH PLAY

Zoot Suit & Other Plays

WEEK EIGHT

Zoot Suit & Other Plays TEST
 Video *Zoot Suit*

WEEK NINE – UNDERSTANDING THE ART OF PRODUCTION

Preparing / Writing for Student Production (writing, audition, casting, rehearsal, set design, budget, materials, venue)

WEEK TEN – UNDERSTANDING THE ART OF PRODUCTION

Preparing / Writing for Student Production (writing, audition, casting, rehearsal, set design, budget, materials, venue)

WEEK ELEVEN – TWELVE – THE FINAL PERFORMANCE

Student Production – Final Performance / Final Exam

California Content Standards Addressed2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers'

emotions.

3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

- a. Trace the development of American literature from the colonial period forward.
- b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

Literary Criticism

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Evaluation and Revision

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

2.1 Write fictional, autobiographical, or biographical narratives:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

1.8 Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

English IVA Senior Action Research Project

Greetings Parents / Caregivers & Students:

For the next 24 weeks, your son/daughter will be enrolled in English IVA Workshop which introduces the Winter Quarter Senior English IVA Senior Action Research Project. The project engages students in an in depth analysis of the social issue of his or her choice. This letter outlines the requirements for the final project so that students and parents are aware of Street Academy's expectations. First, the main objective of the required English IVA Workshop class is to introduce students and parent to the project, select and develop topics, and begin collecting sources of information, develop a system of organization for taking notes and begin to master the Modern Language Association's format for crediting sources. The first quarter will be spent collecting information from libraries, the interest, community organizations, etc. The time will also be spent reading, understanding and taking notes. The English IVA Workshop will count for elective credit. **The Winter Quarter English IVA class must be passed at Street Academy in order to earn a diploma from Street Academy.**

Second, the Senior English IVA Action Research Project must adhere to the requirements listed below.

Part One: The Written Document

1. Cover Page that includes; Picture, Title, Author, Date and Class/Teacher
2. Table of Contents/Outline of Paper with page number
3. Introduction: The introduction will include an overview of the issue, thesis statement, rationale for choosing the project and description of research methodology employed.
4. Secondary Research: The Secondary Research section consists of a review of the literature available on selected issue. Students must discuss a minimum of 10 sources on the topic and exhibit proficiency in summarizing , using direct quotes and citing sources using internal documentation and parenthetical notation. Sources must include books, magazine and newspaper articles and internet.
5. Primary Research: The Primary Research section will provide written documentation of students' personal research through direct engagement. Students are required to conduct recorded interviews and a survey. Students may also include personal past experiences if appropriate.
6. Conclusion: The conclusion will pull all aspects of the research project together and include student reflections and recommendations for further research. It is also at this point in the paper when students may assert her/his personal opinions and solutions to chosen social problem.
7. Works Cited: The Works Cited list must include a minimum of 10 Secondary sources that are used in the written document. That means that each of the sources should be cited in the secondary research using the MLA style of documenting sources. In addition, students must accurately cite Primary sources.

Part Two: Community Involvement

In the Winter Quarter, students will participate in a minimum of 60 hours of direct issue involvement through a community organization or other approved venue. Possibilities include providing community service, attending issue related support groups or community organizations, or creating an educational presentation for a target population. Through this active involvement, students may facilitate interviews appropriate to their projects.

Part Three: Panel Presentations

At the culmination of the project, students will present their research to a panel of parents, students, staff and community representatives. Students will be graded by a volunteer proctor based upon a rubric designed by English IVA instructor.

Grading

English IVA Workshop: LEA = 40% of Grade
 Final Binder = 30% of Grade
 Attendance & Participation = 20% of Grade
 Tests, quizzes, mid-term, final = 10% of Grade

English IVA Senior Action Research Project: Final Research Paper = 60% of Grade

LEA/Drafts = 20% of Grade
 Final Presentation = 20% of Grade

Street Academy Algebra I Plan

Course Overview

This course is divided into 3, 12-week quarters: Introduction to Algebra, Algebra IA and Algebra IB. Class meets for 75 minutes, 4 times a week. Each quarter is designed around 4, 3-week units from the College Preparatory Math (CPM) Algebra I curriculum. Individual *Quarter Plans* detail unit objectives and activities.

introduction to algebra	algebra IA	algebra IB
unit 0: getting started unit 1: organizing data unit 2: area & subproblems unit 3: patterns & graphs	unit 4: writing & solving equations unit 5: ratios & proportions unit 6: systems of linear equations unit 7: slopes & rates of change	unit 8: factoring quadratics unit 9: pythagorean theorem unit 10: exponents & quadratics unit 11: functions & equality

Homework

Daily classwork and homework problems are selected from CPM to challenge students and to further solidify material already covered in this course and courses before it. Most assignments are accompanied by a set of extension problems for enrichment and extra credit. Homework is the most important component of this course. See the *Algebra I Homework Flowchart* for a detailed explanation about how homework is graded and how make up work is handled.

Assessment

Students are tested at the end of each week with a traditional written test. Test points are also awarded for showing mastery by challenging a particular problem style and difficulty level through a randomly selected, single-problem test. See the *Algebra I Problem Challenge Flow Chart* for an explanation of the challenge process.

Projects

Students will work on small data analysis projects throughout the year. Based on data availability the students will choose a project, look for patterns in the data and represent those patterns graphically. They will hypothesize and draw conclusions from the data. Ultimately, students will produce a presentation or submission about their research and findings as groups or individuals. Possible topics include local voter issues, household income and the geography of Oakland, murder and violence rates, garbage production, and pollution.

Binder

Students are expected to keep an organized binder for the duration of the course. This binder is checked weekly for order, completeness, presentability, and content.

Participation, Preparedness & Behavior

Students learn new concepts, woodshed basic skills, practice and show mastery of learned material in daily activities. Quick, standardized test-like assessments are also given regularly to acclimate students to testing conditions and problem styles. The data is used to develop future activities and the students earn participation points. Students organize their learning in a course binder. For an outline of classroom expectations and routine see the *Algebra I Classroom Management Plan*.

English IVB – Survey of Women's Literature & Issues Around the World

Greetings Parents/Guardians and Students:

For the next 12 weeks your daughter/son will be enrolled in English IIIB / IVB, Survey of Women's Literature & Issues Around the World. This course or seminar is a survey of a variety of feminist and/or womyn centered writings from a diverse collection of stories, essays, articles, poetry and more. Often history is told from a white, male dominated perspective. This course allows all students the opportunity to view society from the perspective of womyn and to familiarize themselves with womyn's global struggle for equality. As opposed to studying HISTory our studies will be centered around HERstory.

The main objective of the course is for students to:

- Learn the origins of the womyn's movement and the struggle for womyn's suffrage in the United States of America.
- Analyze the many dimensions of the meaning of feminism as well as gain an awareness of global feminism and global issues affecting womyn of all colors.
- Engage in critical analysis through writing and discussion, of short writings and other various works from a Feminist perspective.
- Write daily reflections on short stories, articles, guest speakers, poetry, rap, music etc.
- Explore the issues affecting womyn within their own communities and cultures.

As a student in Gina's English IIIB/IVB class, each must recognize that in order to earn full credit and a C or better, the student must:

6. TURN IN ALL LIFE ENRICHMENT ACTIVITIES (LEA, FORMERLY KNOWN AS HOMEWORK) ON DATE DUE. LATE ASSIGNMENTS WILL BE MARKED DOWN 1 LETTER GRADE FOR EACH DAY LATE.
7. ATTEND SCHOOL DAILY
8. PARTICIPATE IN CLASS DISCUSSION
9. WRITE REFLECTIONS IN JOURNAL DAILY, TURN IN FINAL TYPED REFLECTIONS EVERY FRIDAY AND PREPARE TO PRESENT CURRENT EVENTS ARTICLES THAT RELATE TO WOMYN'S ISSUES EVERY FRIDAY.

Life Enrichment Activities = 60% of grade
 (Journal = 20% / Final Reflections = 20% / Current Events = 20%)
 Tests, Quizzes, Mid-term, Final = 20% of grade
 Participation & Attendance = 20% of grade

WEEK ONE

Classroom Creed Review

“North Country” - Understanding womyn's issues as depicted through film. Before / After
 “The Revolution Will Not Be Televised” by: Sarah Jones – Discussion / Debate
 Course Introduction, Video “History of the Women’s Movement” Journal: Movie Critique

WEEK TWO

What is feminism?

Review history 1800's – 1960

Reading comprehension questions and vocab Feminism 1960 – present

Journal – Reflections This Bridge Called My Back

History of Feminism – 1800's – 1960

Reading comprehension questions, vocabulary.

Journal – Sojourner Truth, Vindication of the Rights of a Woman

Begin Weekly Reflections (see Requirements)

WEEK THREE

Reading, "Feminism from Margin to Center" bell hooks
 Reading Comprehension questions, journal(What is feminism? Are you a feminist? Who is a woman who has inspired you?), vocabulary, discussion

Begin Current Events - (see Requirements)

Group Review of bell hooks reading and vocab.

Honoring women's accomplishments in history - Famous women from your culture. Acknowledge accomplishments over the intercom

Journal - Reflections This Bridge Called My Back, Alice Walker

WEEK FOUR - 5

A variety of definitions. What are problems with Feminism according to bell hooks? What does feminism mean to the person of color?

Native American Women - guest speaker Corrina Gould

WEEK SIX

Mid-term - What is fem, vocab etc

WEEK SEVEN

Chicana Feminism - Reading First Chicana Liberation Conference

Reading comprehension questions, vocabulary and discussion

Reflection - Various selections in Chicana literature

Begin Lesbian Feminism - Struggle of Lesbian Women

Journal - Reflections

WEEK EIGHT

Indian Feminism - Struggle of the Women of India

Journal - Reflections Jungle Girl

WEEK NINE

Middle Eastern Feminism

Journal - Reflection Princess: A True Story of Life Behind the Veil

WEEK TEN

Jewish Feminism

Journal - Reflection The Red Tent / Presentation by Kimberly Horstman

WEEK ELEVEN - TWELVE

Black Feminism - Black Liberation Movement

Reading Women Race & Class by Angela Y. Davis - Reading comprehension questions, vocabulary, discussion questions

Journal - Reflection Sisterfire etc

Issues in today's women's feminism: 1. Mock debate - Abortion

FINAL WEEK - FINAL PAPER CHOICES

Compare and contrast two favorite literature selections

Feminist analysis of popular music on KMEL, WILD 94 etc

*Various guest / artists TBA - Camila Chavez, Aya de Leon, Alice Walker, Aryeh of "Bone Songs", Shalini Eddens, "In Search of My Clitoris: the Controversy of Female Genital Mutilation"

English IIB/IVB Language Arts through Social Issues 2
11/12th / 5 units

DESCRIPTION / OBJECTIVES

This course will expose students to various fiction, science fiction and nonfiction works that focus on a variety of social issues of the 21st century. The course encourages critical analysis not only of literature and non fiction but also of our state, nation and our world. The course intends to raise social consciousness about global warming, human trafficking, religion as a source of conflict or peace, privatization, substance abuse, immigration, racism and more. Issues and readings explored are specific to the region where students live thus making the material more relevant. Students are required to thoughtfully write about the reading through journaling, informal and formal Socratic seminar style discussions, personal reflection, analysis and critique.

REQUIRED TEXTS

Holt Literature and Language Arts 5th & 6th Course
Holt Elements of Language 5th & 6th Course
Parable of the Sower by: Octavia Butler
And the Earth Did Not Devour Him by: Tomas Rivera

EXPECTATIONS

- The expectations explained in *Sista Gina's Classroom Creed* will be emphasized daily. Also, this school community belongs to all of us so we must take care of it. All students are expected to contribute to the daily maintenance of a clean, positive classroom and school environment. Regular attendance is mandatory in order to earn full credit for the course.
- It is also the expectation that all assignments will be completed on time to the best of the student's ability. If students do not demonstrate full understanding of concepts they will be given the opportunity to revise assignments until criteria is satisfactorily met.
- Students should bring a journal (notebook, folder with paper, composition book) to class everyday.
- Students will be graded as follows:
 - Writing Assignments = 30% of Grade
 - Quizzes & Tests = 20% of Grade
 - Journal = 30% of Grade
 - Participation & Attendance = 20% of Grade

English IIB/IVB – Language Arts through Social Issues 2
Weekly Course Outline

Week One

- Team / Community Building
- Classroom Creed
- Course Overview

Week Two – Three

- Holt Assessment and Diagnostic Tests
- Skill Building through informal critiques and summaries
- Using the internet as a tool for research
- Defining & Identifying contemporary social issues of the 21st Century
- Cooperative group presentations & protocol

Week Four – Eight

- Begin reading Parable of the Sower
- Journaling
- Defining and understanding literary terms
- Developing oral reading skills
- Vocabulary development and assessment
- Utilizing the Writing Process – Literary Analysis of Theme

Week Nine – Eleven

- Begin reading And the Earth Did Not Devour Him
- Journaling
- Defining and understanding literary terms
- Developing oral reading skills
- Vocabulary development and assessment
- Utilizing the Writing Process – Literary Analysis of Theme

Week Twelve

- Final Exam – Timed reading and composition of Literary Analysis (HOLT Literature & Language Arts 6th Course)

Geometry10th Grade / 10 Units**SYLLABUS:**

The course content is based on the California Geometry Standards. Students are expected to construct formal, logical arguments and proofs in geometric settings and problems as well as do the following:

- Prove triangle congruency
- Prove and use theorems of parallel lines cut by a transversal
- Compute areas of polygons
- Determine similarity and its ratio on area and volume
- Find and use interior and exterior angles
- Know and use trigonometric ratios and special triangles
- Prove and solve problems involving chords, secants, tangents, inscribed angles and inscribed and circumscribed polygons of circles.

REQUIREMENTS

Daily attendance, a binder (with sections for class work, homework, tool kits, tests and quizzes, resource pages), completion of assigned work including homework (at least three homework assignments every week) and participation in class activities including solving at least one problem in class, on the board.

GRADING

Students will be evaluated on the following areas:

Attendance and classroom participation (20%)

Class work including Binder (30%)

Homework (10%)

Tests and Quizzes (40%)

Algebra II11th Grade / 10 Units**SYLLABUS:**

The course content is based on the California Geometry Standards. Students are expected to gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. They will be able to do the following:

- Solve equations and inequalities involving absolute value.
- Solve systems of linear equations
- Factor polynomials
- Evaluate rational expressions with monomial and polynomial denominators
- Solve and graph quadratic equations
- Graph and manipulate quadratic functions
- Know, prove and use laws of logarithms
- Understand and apply principles of mathematical induction.
- Find general term and sum of arithmetic and geometric series.

REQUIREMENTS

Daily attendance, a binder (with sections for class work, homework, tool kits, tests and quizzes, resource pages), completion of assigned work including homework (at least three homework assignments every week) and participation in class activities including solving at least one problem in class, on the board.

GRADING

Students will be evaluated on the following areas:

Attendance and classroom participation (20%)

Class work including Binder (30%)

Homework (10%)

Tests and Quizzes (40%)

World Cultures I Class
10th Grade/ 5 Units

Course Material:

- Students are required to have a binder for this class
- Students are required to have a student planner.
- Modern World History: Patterns of Interaction
- World History: The Modern World
- Various extra readings provided by Dave
- Guest Speakers

Course Content:

- Students will focus on
 1. French Revolution
 2. Industrial Revolution
- Students will learn and apply metacognitive practices.

Activities/Methods

Informal lecture, group activities, guest speakers, sustained silent reading, seminars, map work, student writing

Assessment Methods:

Attendance: 10%
Homework/classwork: 25%
Quizzes/tests: 20%
Final Paper: 10%
Participation/effort: 25%
Political Action unit 10%

Students will not receive full credit in the class if the political action unit is not fulfilled. This requires 3 hours of an activity that is approved by Dave. If the political action unit is not completed by the end of the quarter, then you will have to do 6 hours to receive full credit.

Students will not receive full credit in the class if the final paper is not completed.

World Cultures II Class

10th / 5 Units

Course Material:

- Students are required to have a binder for this class
- Students are required to have a student planner.
- Modern World History: Patterns of Interaction
- World History: The Modern World
- Various extra readings provided by Dave
- Guest Speakers

Course Content:

- Students will focus on
 1. New Imperialism
 2. World Wars
 3. Worldwide revolutionary movements
- Students will learn and apply metacognitive practices.

Activities/Methods

Informal lecture, group activities, guest speakers, sustained silent reading, seminars, map work, student writing

Assessment Methods:

Attendance: 10%

Homework/classwork: 25%

Quizzes/tests: 20%

Final Paper: 10%

Participation/effort: 25%

Political Action unit: 10%

Students will not receive full credit in the class if the political action unit is not fulfilled. This requires 3 hours of an activity that is approved by Dave . If the political action unit is not completed by the end of the quarter, then you will have to do 15 hours to receive full credit.

Students will not receive full credit in the class if the final paper is not completed.

Asian American StudiesUS History Elective 11th / 5 UnitsCourse Materials

- Students are required to have a binder for this class
- Students are required to have a student planner
- Various readings provided by Dave
- Guest Speakers

Course Content

- Students will study
 - Geography of Asia
 - Immigration patterns
 - Timelines
 - Past and contemporary examples of prejudice and discrimination against Asians
 - Asian religions and philosophy
- Students will learn and apply metacognitive practices

Activities/Methods

Informal lecture, group activities, guest speakers, sustained silent reading, seminars, map work, student writing, field trip

Assessment Methods:

Attendance: 10%

Homework/classwork: 30%

Quizzes/tests: 25%

Participation/effort: 25%

Political Action unit 10%

Students will not receive full credit in the class if the political action unit is not fulfilled. This requires 3 hours of an activity that is approved by Dave. If the political action unit is not completed by the end of the quarter, then you will have to do 6 hours to receive full credit.

Political Economy Syllabus12th Grade / 5 Units

Welcome to Political Economy! In this course we will examine all things economic, and the power structure in the United States (and the world) that shuts many people out of power. We will learn key economic terms, discuss the class system in the United States, examine the economies of our own neighborhoods, and learn the economics behind your future life plans. I will provide a weekly syllabus so that you will know what is going on!

What you will need for this class:

1. A three-ring binder
2. Dividers
3. Lined college-ruled paper
4. Pens (blue or black)/pencils
5. Books: Economics textbook & *So You Call This a Democracy*

Class Agreements:

1. One Mic
2. Respect for teacher and each other
3. Confidentiality

The following is a brief overview of the course -

Weeks One & Two

- Go over class expectations/procedures
- Community exercises
- Discuss key terms
- Economics Textbook
- Quiz on key terms
- HW:
 - Write a letter back to your teacher
 - Have parent/guardian sign your syllabus
 - Weekly Current Events
 - Study for test!

Weeks Three, Four, Five

- Readings and activities from *So You Call This a Democracy*
- Quiz on *So You Call This a Democracy*

Weeks Six, Seven, Eight

- Neighborhood economics
 - Liquor store v. Grocery store pricing
 - Map your neighborhood

Weeks Nine, Ten, Eleven, Twelve

- Personal economics
 - College and career
 - Budgets
 - Resumes

Major Assignments:

- Weekly Current Events – Every Friday bring in an article from the front section of the newspaper and present to the class. 10 pts
- Twice monthly binder checks graded on the following
 - Neatness/Organization – 5 pts

- All assignments complete – 15 pts
- Pricing project 50 pts
- Map of your neighborhood 50 pts
- Personal Budget 50 pts
- Resume 50 pts
- College/Career Presentation 50 pts

Grading:

- Current Events 120 pts = 16%
- Binder Checks 120 pts = 16%
- Quizzes & Tests 200 pts = 26%
- Projects 250 pts = 33%
- Participation 60 pts = 8%
- Total 750 pts = 100%

Appendix 5: 2007-2008 SAF Board Roster**Executive Director**

Patricia Williams-Myrick

Board President

Carole M. Watson, MSW, ACSW

Work: Chief Community Investment Officer -
United Way of the Bay Area

Affiliations:

- Contra Costa Funders Forum
- Alameda Funders Forum
- Urban Strategies Council Board of Directors, Secretary
- East Bay Economic Development Alliance Executive Committee
- Solano Coalition Board of Directors & Executive Committee
- United Way of American Financial Stability Partnership Steering Committee
- United Way of America/Annie E. Casey Foundation Fellow - 2000-2003
- United Way of American Strategies & Metrics Pilot Project - 2007-2008
- Oakland Unified School District – African American Task Force-Ebonics

Responsible for the distribution of \$7.5 million grants to 7 Bay Area Counties (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo and Solano) focused on Working Families, Children & Youth and Resilient Communities; \$4.0 million dollars of funds under management which support 5 community projects. Responsible for 42 staff members.

Vice-President

Clarence B. Stevens (Steve)

Retired: Administrator, Oakland Unified School District

Current Responsibilities: Coaching 1st and 2nd Year OUSD Principals and Asst. Principals for U.C. Berkeley School of Education

Affiliations:

- Kappa Alpha Psi Fraternity
- National Alliance of Black School Educators (Former Treasurer of the Foundation Board)
- Oakland Alliance of Black Educators

Treasurer

Sylvester Hodges

-BA (California State University, Hayward)

Work: Staff, Cypress Mandela Training Center

Affiliations:

- Mayor Dellum's Task Force on Education
- Paul Robeson Bay Area Committee, President
- OUSD District Advisory Council
- OUSD School Board, 1984 - 2000

Secretary

Margarita Ferrer

-Alumna, Emiliano Zapata Street Academy, Class of 2000

-BA (Communicative Disorders, Special Education -San Francisco State University),

-MA (Speech Language Pathology -San Jose State University)

Work: The Speech Pathology Group
Job Title: Bilingual Speech Therapist

Board MembersKitty Kelly Epstein, PhD

-MA (International Relations, San Francisco State University)
 -Ph.D. (Education, U.C. Berkeley)
 -Associate Professor of Education on leave to work as
 -Director of Education for Mayor Ronald V. Dellums

Corrina Gould

-Alumni, Emiliano Zapata Street Academy, Class of 1985
 -Parent of two Street Academy students – class of 2006 and class of 2008

Work:

Title VII Coordinator, Office of Indian Education - American Indian Child Resource Center

Responsible for tracking all American Indian youth in the Oakland Unified School District; Supervises 3 staff members; Provides case management, advocacy for families and provides educational/cultural activities for students and families; provides programs that assist students in succeeding in their educational pursuits; provides drop out prevention counseling.

Affiliations:

- American Friends Service Committee - Co-Chair of the American Indian Programs 2000 to present
- Hintil Ku Ca CDC - Parent Committee Chair and Volunteer 1993-2006
- Edes HOA - Co-Chair of the Community Building Committee – Present; Co-Founder of Indian People Organizing for Change - 1999-Present
- Election Committee Member/Intertribal Friendship House - 2002 and 2008
- Rainbow Push scholarship Committee - Present

Adriann McCall

-MNA(Master of Nonprofit Administration, University of San Francisco)
 -BA in (communications and journalism, Oakland University, Rochester, Michigan
 -Public Relations Management Certificate, New York University)

Work:

-Program manager, "Get Screened Oakland", Office of Mayor Ronald V. Dellums.
 -Adriann McCall Public Relations, public relations and marketing consultant

Previous:

Bay Area Black United Fund (BABUF), Baumancurry & Company, Saint Mary's College, AC Transit, Amtrak West, the United Way and the Bay Area Urban League, Inc.

Affiliation:

- East Oakland Youth Development Center, Board of Directors

Betsy Schulz

-BA (Biology Education, University of Colorado), California Life Teaching Credential – Life Sciences
 -Staff, Emiliano Zapata Street Academy, 1973 to present

Al D. Miller

-Grandparent of two former Street Academy students

Work:

Retired, AC Transit

Affiliations:

- Street Academy Foundation Vice President 2002 – 2007
- Oakland Community Organization

Appendix 6: Articles of Incorporation and Current By-Laws

2460890

ARTICLES OF INCORPORATION
OF
STREET ACADEMY FOUNDATION

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

JUL 29 2002

BILL JONES, Secretary of State

ARTICLE I

The name of this corporation is Street Academy Foundation (hereinafter called the "Corporation").

ARTICLE II

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific and primary purposes for which the Corporation is formed are:

(a) To administer the academic and enrichment programs of the Oakland Emiliano Zapata Street Academy (herein referred to as the "Academy");

(b) To hire and train academic and support staff, provide training, counseling and tutoring services and engage in any and all activities necessary to increase educational opportunities available at the Academy; and

(c) To acquire by gift, lease, purchase, installment purchase or otherwise, real and personal property, including any interest therein; to enter into contracts for services or for other purposes; to construct, reconstruct, modify, add to, improve or otherwise acquire, modify and equip buildings, structures, equipment, facilities and improvements and (by gift, sale, installment sale, lease, subleases, leaseback, gift or otherwise) make any part or all of any such real or personal property (and any interest therein) available to or for the benefit public or the Academy.

Incidental to and in order to carry out the foregoing purposes, the Corporation shall have and possess, subject to the provisions of these Articles, all powers now or hereafter conferred upon nonprofit public benefit corporations by the laws of the State of California, with the following limitation: the Corporation shall never engage in any activity other than such activities as may be incidental to and for the purpose of carrying out the primary purposes for which the Corporation is formed as set forth above.

ARTICLE III

The Corporation is organized as a nonprofit public benefit corporation, without capital stock and without members. The Corporation is organized and operated exclusively for charitable, social and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. No gains, profits or dividends shall be distributed to any of the directors or officers of the Corporation, and no part of the net earnings, funds or assets of the Corporation shall inure to the benefit of any director, officer or individual, or any other person, firm or corporation excepting only the United States of America, the State of California, or any

municipal corporation or political subdivision thereof, or to a nonprofit fund, foundation or corporation located in the City of Oakland, California which is organized and operated exclusively for charitable or social welfare purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986. No part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, nor shall it participate in, or intervene in, or publish or distribute statements concerning, any political campaign on behalf of any candidate for public office. The property of the Corporation is irrevocably dedicated to the United States of America, the State of California, or any municipal corporation or political subdivision thereof, or to a nonprofit fund, foundation or corporation located in the City of Oakland, California which is organized and operated exclusively for charitable or social welfare purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986; provided, however, that until all debts and obligations of the Corporation shall have been paid, such property and any net revenues therefrom may be used for the purposes of paying and retiring the debts and obligations of the Corporation.

ARTICLE IV

The name and address of the initial agent for service of process of the Corporation is:

Lynette Gibson McElhaney
4096 Piedmont Avenue, No. 121
Oakland, California, 94611

ARTICLE V

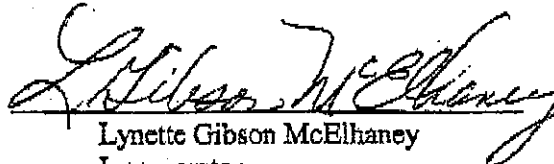
The number of directors of the Corporation shall be fixed pursuant to the Bylaws. The provisions governing the designation and removal of the directors shall be as set forth in the Bylaws.

ARTICLE VI

During the continuance of this Corporation, it may distribute any of its assets to the Academy. If for any reason the Academy is unable or unwilling to accept the assets of the Corporation, said assets will be distributed to the United States of America, the State of California, or any municipal corporation or political subdivision thereof, to a nonprofit fund, foundation or corporation located in Oakland, California which is organized and operated exclusively for charitable or social welfare purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986.

Upon any liquidation, dissolution or winding up of the Corporation, after paying or adequately providing for the debts and obligations of the Corporation, the directors shall distribute and transfer all remaining assets of the Corporation to the Academy. If for any reason the Academy is unable or unwilling to accept the assets of the Corporation, said assets will be distributed to the United States of America, the State of California, or any municipal corporation or political subdivision thereof, or to a nonprofit fund, foundation or corporation located in Oakland, California which is organized and operated exclusively for charitable or social welfare purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986.

IN WITNESS WHEREOF, the undersigned has executed these presents this 26th day of July, 2002.


Lynette Gibson McElhaney
Incorporator

BYLAWS
OF
STREET ACADEMY FOUNDATION

ARTICLE I

NAME, ORGANIZATION AND PURPOSE,
PRINCIPAL OFFICE, SEAL

Section 1.01. Name. The name of this corporation is Street Academy Foundation (hereinafter referred to as the "Corporation").

Section 1.02. Organization, Purpose and Use of Funds. The activities of the Corporation shall be limited to the activities described in its Articles of Incorporation. No gains, profits or dividends shall be distributed to any of the Directors or Officers of the Corporation, and no part of the net earnings, funds or assets of the Corporation, and no part of the net earnings, funds or assets of the Corporation shall inure to the benefit of any Director, Officer of individual or any other person, firm or corporation excepting only the United States of America, the State of California, or any municipal corporation or political subdivision thereof, or to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable or social welfare purposes, is located in Oakland, California, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986.

Section 1.03. Principal Office. The principal office of the Corporation for its transaction of business is located at , 417 - 29th Street, Oakland, California.

Section 1.04. Change of Principal Office. The Board of Directors is hereby granted full power and authority to change the principal office of the Corporation from one location to another in Oakland, California. Any such change shall be noted by the Secretary in an appendix to these Bylaws, but no such appendix shall be considered an amendment of these Bylaws.

Section 1.05. Seal. The corporate seal of the Corporation shall set forth the name of the Corporation and shall have inscribed thereon the words "Incorporated July 26, 2002, California."

ARTICLE II

MEMBERSHIP

Section 2.01. The Corporation shall have no members. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors. All rights which would otherwise vest in the members shall vest in the Directors.

ARTICLE III

DIRECTORS

Section 3.01. Number. Subject to Section 3.03 of these Bylaws, the Corporation shall have eleven (11) Directors. Collectively the Directors shall be known as the "Board of Directors."

Section 3.02. Qualifications. The Directors of the Corporation shall be residents of the State of California. No person shall be eligible to serve as a Director of the Corporation unless such person has been duly designated by the incorporator or appointed by the Corporation's Board of Directors, as the case may be.

Section 3.03. Designation of Directors. The Corporation's Board of Directors initially shall be designated by the incorporator. Vacancies on the Board of Directors shall be filled by approval of the Board of Directors, in accordance with California Corporations Code Section 5224.

Section 3.04. Term of Office. Each Director shall hold office until a successor has been properly designated and qualified, or until the death, resignation or removal of such Director.

Section 3.05. Place of Director's Meetings. Meetings of the Board of Directors shall be held at the principal office of the Corporation unless a different place is designated in the notice of such meeting.

Section 3.06. Regular Meetings. The Board of Directors by resolution may provide for the holding of regular meetings and may fix the time and place of holding such meetings.

Section 3.07. Special Meetings. Special meetings of the Board of Directors may be called in accordance with the provisions of Section 54956 of the Government Code of the State of California.

Section 3.08. Quorum and Manner of Action. A majority of the Directors shall constitute a quorum for the transaction of business by the Board of Directors, except that less than a quorum may adjourn from time to time. No action may be taken by the Board of Directors except upon the affirmative vote of majority of the members of the Board of Directors.

Section 3.09. Notice; Conduct of Meeting. [All meetings of the Board of Directors shall be called, noticed, held and conducted subject to the provisions of the Ralph M. Brown Act (Chapter 9 of Part 1 of Division 2 of Title 5 of the Government Code of State of California, being Sections 54950 to 54962 thereof).] Meetings of the Board of Directors may be called by the Chairperson or the President or any Vice President or the Secretary or any 6 Directors. The Chairperson or President, or in his or her absence, the Chief Financial Officer, shall preside at all meetings of the Board of Directors.

Section 3.10. Compensation of Directors. No Director shall be entitled to receive any compensation for serving as a Director or as an Officer of the Corporation, except that any Director or Officer may be reimbursed for expenses duly incurred in the performance of duties as Director or Officer of the Corporation, upon approval of the Board of Directors.

Section 3.11. Vacancies on Board of Directors. A vacancy or vacancies on the Board of Directors shall exist on the occurrence of the following: (a) the death or resignation of any Director, (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been declared or unsound mind by an order of court, convicted of a felony, or found by final order or judgment of any court to have breached a duty under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law, or (c) the increase of the authorized number of Directors.

Section 3.12. Filling Vacancies. Vacancies on the Board of Directors may be filled by a majority of the Directors then in office, whether or not less than a quorum, or by a sole remaining Director.

Section 3.13. No Vacancy on Reduction of Number of Directors. No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires.

ARTICLE IV

POWERS OF BOARD OF DIRECTORS

Section 4.01. General Powers of Board of Directors. All corporate powers shall be exercised by or under the authority of, and the business, property and affairs of the Corporation shall be controlled by, the Board of Directors. The Board of Directors may delegate the management of the activities of the Corporation to any person or persons, management company or committee, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board of Directors.

Section 4.02. Incurring of Indebtedness. The Board of Directors, on behalf of the Corporation and in furtherance of its proper purposes, may incur such indebtedness, may issue bonds, notes, debentures and other evidences of indebtedness of the Corporation, may secure the same by mortgage, transfer in trust, pledge or other encumbrance of the whole or any part of the assets of the Corporation, may establish funds and make other provisions for the payment of such indebtedness and interest thereon, and may otherwise act or enter into other agreements in connection therewith, in each case as shall be deemed necessary or appropriate by the Board of Directors.

Section 4.03. Loans and Other Agreements. Subject to the provisions of the California Nonprofit Public Benefit Corporation Law, the Board of Directors, on behalf of the Corporation and in furtherance of its proper purposes, may make loans to, enter into leases or subleases with, or otherwise enter into agreements with, any person, and may take such collateral or other security with respect thereto and may otherwise act or enter into other agreements in connection therewith, in each case as shall be deemed necessary or appropriate by the Board of Directors.

Section 4.04. Indemnification.

A. Right of Indemnity. To the fullest extent permitted by law, this Corporation shall indemnify its Directors, Officers, employees other agents or persons of the Corporation described in Section 5238(a) of the California Corporations Code, including persons formerly occupying any such position, and who was or is a party or is threatened to be made a party to a proceeding by reason of the fact that such person is or was such a Director, Officer, employee or other agent of the Corporation, against all expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding, if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the Corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful and, in the case of an action by or in the right of the Corporation, acted with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. "Expenses", as used in this bylaw, shall have the same meaning as in section 5238(a) of the California Corporations Code.

B. Approval of Indemnity. On written request to the Board of Directors by any person seeking indemnification under section 5238(b) or Section 5238(c) of the California Corporations Code, the Board of Directors shall promptly determine under Section 5238(e) of the California Corporations Code whether the applicable standard of conduct set forth in Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

C. Advancement of Expenses. To the fullest extent permitted by law and except as otherwise determined by the Board of Directors in a specific instance, expenses incurred by a person seeking indemnification under this Section 4.04 of these Bylaws in defending any proceeding covered by that Section shall be advanced by the Corporation before final disposition of the proceeding, on receipt by the corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately determined that the person is entitled to be indemnified by the Corporation for those expenses.

ARTICLE V

OFFICERS

Section 5.01. Number and Qualifications. The Officers of the Corporation shall be a [Chief Executive Officer], President, a Secretary, a Chief Financial Officer and such subordinate officers, including one or more assistant secretaries and assistant financial officers, as the Board of Directors may appoint. Only Directors shall be qualified to hold the office of President. Neither the Secretary nor the Chief Financial Officer may serve concurrently as the President.

Section 5.02. Election, Term of Office. Except as provided in Section 5.01, each Officer shall be appointed by the Board of Directors, or, in the case of the initial Officer's designated by the incorporator, and shall hold office until his or her successor shall have been appointed and qualified, or until the death, resignation or removal of such Officer.

Section 5.03. Resignations. Any Officer may resign at any time by giving written notice to the President or to the Secretary of the Corporation. Any such resignation shall take effect at the time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5.04. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or any other cause, shall be filled in the manner prescribed in these Bylaws for regular appointment to such office.

Section 5.05. President. The President shall be the Chief Executive Officer of the Corporation and shall have general supervision over the business of the Corporation, subject, however, to the control of the Board of Directors. The President shall preside at all meetings of the Board of Directors. The President may sign and execute, in the name of the Corporation, deeds, mortgages, leases, bonds, contracts and other instruments duly authorized by the Board of Directors, and generally shall perform all duties incident to the office of President and such other duties as may from time to time be assigned to such office by the Board of Directors. At each meeting of the Board of Directors, the President shall submit such recommendations and information as he or she may consider proper concerning the business, affairs and policies of the Corporation.

Section 5.06. Secretary. The Secretary shall:

(a) Certify and keep at the office of the Corporation, or at such other place as the Board of Directors may order, the original or a copy of these Bylaws, as amended or otherwise altered;

(b) Keep at the office of the Corporation, or at such other place as the Board of Directors may order, a book of minutes of all meetings of the Directors, recording therein the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, and the proceedings thereat;

(c) See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;

(d) Be custodian of the records and seal of the Corporation;

(e) Exhibit at all reasonable times to any Director, upon application, these Bylaws and the minutes of the proceedings of the Directors of the Corporation; and

(f) In general, perform all duties of the office of the Secretary and such other duties as may from time to time be assigned to such office by the Board of Directors or the President.

Section 5.07. Chief Financial Officer. Subject to the provisions of the proceedings authorizing any debt or other obligation of the Corporation which may provide for a trustee to receive, have the custody or and disburse Corporation funds, the Chief Financial Officer shall receive and have charge of all funds of the Corporation and shall disburse such funds only as directed by the Board of Directors. The Chief Financial Officer shall, in general perform all duties incident to the office of Chief Financial Officer and such other duties as may from time to time be

assigned to such office by the Board of Directors or the President. The Chief Financial Officer shall have the additional title of "Treasurer."

Section 5.08. Subordinate Officers. Subordinate officers shall perform such duties as shall be prescribed from time to time by the Board of Directors or the President.

ARTICLE VI

GENERAL PROVISIONS

Section 6.01. Fiscal Year. The fiscal year of the Corporation shall begin July and end June of each year, except the first fiscal year which shall run from the date of incorporation to July 26, 2002.

Section 6.02. Records and Reports.

A. Maintenance of Corporate Records. The corporation shall keep: (1) Adequate and correct books and records of account; and (2) written minutes of the proceedings of the Board of Directors, and committees of the Board of Directors.

B. Maintenance and Inspection of Articles and Bylaws. The corporation shall keep at its principal office, or if its principal office is not in California, at its principal business office in this state, the original or a copy of the Articles of Incorporation and Bylaws, as amended to date, which shall be open to inspection by the members at all reasonable times during office hours. Every Director shall have the absolute right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each of its subsidiaries. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

Section 6.03. Construction and Definitions. Unless otherwise provided herein or in the Articles of Incorporation, the general provisions, rules of construction and definitions contained in the General Provisions of the California Nonprofit Corporation Law and in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws.

Section 6.04. Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Officers, Directors, employees, and other agents, against any liability asserted against or incurred by any Officer, Director, employee, or agent in such capacity or arising out of the Officer's, Director's, employee's, or agent's status as such.

ARTICLE VII

AMENDMENT OF BYLAWS AND ARTICLES OF INCORPORATION

Section 7.01. Amendment of Bylaws. Any of these Bylaws may be amended or repealed, and new Bylaws may be adopted, by the affirmative vote of a majority of the members of the Board of Directors.

Section 7.02. Amendment of Articles of Incorporation. The Articles of Incorporation of the Corporation may be amended by unanimous vote of the Board of Directors.

ARTICLE VIII

DISSOLUTION

Section 8.01. The Corporation shall not be voluntarily dissolved, except by approval of the Board of Directors. In the event of dissolution of the Corporation in any manner and for any cause, after the payment or adequate provision for the payment of all of its debts and liabilities, all of the remaining funds, assets and properties of the Corporation shall be paid or distributed as provided in the Corporation's Articles of Incorporation.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of STREET ACADEMY FOUNDATION, a California nonprofit public benefit corporation, that the above Bylaws, consisting of _____ pages, are the Bylaws of this Corporation as adopted by the Board of Directors on _____, 2002, and that they have not been amended or modified since that date.

Executed on _____ at Oakland, California.

By: _____, Secretary

Appendix 7: Tax Exempt Certification



FRANCHISE TAX BOARD
PO BOX 1286
RANCHO CORDOVA CA 95741-1286

In reply refer to
755:G :EMM

January 10, 2005

STREET ACADEMY FOUNDATION
4096 PIEDMONT AVE
OAKLAND CA 94611-5221

Purpose : CHARITABLE
Code Section : 23701d
Form of Organization : Corporation
Accounting Period Ending: June 30
Organization Number : 2460890

You are exempt from state franchise or income tax under the section of the Revenue and Taxation Code indicated above.

This decision is based on information you submitted and assumes that your present operations continue unchanged or conform to those proposed in your application. Any change in operation, character, or purpose of the organization must be reported immediately to this office so that we may determine the effect on your exempt status. Any change of name or address must also be reported.

In the event of a change in relevant statutory, administrative, judicial case law, a change in federal interpretation of federal law in cases where our opinion is based upon such an interpretation, or a change in the material facts or circumstances relating to your application upon which this opinion is based, this opinion may no longer be applicable. It is your responsibility to be aware of these changes should they occur. This paragraph constitutes written advice, other than a chief counsel ruling, within the meaning of Revenue and Taxation Code Section 21012(a)(2).

You may be required to file Form 199 (Exempt Organization Annual Information Return) on or before the 15th day of the 5th month (4 1/2 months) after the close of your accounting period. Please see annual instructions with forms for requirements.

You are not required to file state franchise or income tax returns unless you have income subject to the unrelated business income tax

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 28 2004

STREET ACADEMY FOUNDATION
PO BOX 183 4096 PIEDMONT AVE
OAKLAND, CA 94611

Employer Identification Number:
52-2373039
DLN:
604117055
Contact Person:
ELIZABETH WAGNER ID# 31380
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

Appendix 8: Street Academy Rule Book

RESPECT

Mutual respect amongst students, teachers, and staff is essential for the promotion of a positive learning environment. To keep and cultivate such an environment there are specific behaviors that are **NOT** acceptable. These are:

Sexual harassment: in all of its forms—physical, verbal, mental, and emotional.

Discrimination: based on race, ethnic background, gender, religion, and/or sexual orientation.

Disrespect: for others' property.

Instigation: of or contribution to a hostile environment.

Refusal: to cooperate in class.

Teasing: and horseplay, including rough-housing.

Defacing: writing graffiti or otherwise destroying school property (students who deface or destroy school property will be required to clean, pain, repair, or pay for damages). Other disciplinary measures may also be taken.

ACADEMIC ACHIEVEMENT

Knowledge is power. Students are empowered through the development of skills that allow them to continue their own intellectual growth. This is demonstrated by the consistent acquisition of credits toward a high school diploma.

CREDITS

Students must earn credit to stay in the Street Academy. Credit is earned based on work completed. Students who receive no academic credit in a full term will be placed on Academic probation. If the situation does not improve, the student will be subject to termination from the program, at the discretion of the staff.

HOMEWORK

Homework is required to be completed in order to receive credit. A **minimum** of two (2) homework assignments per week per class will be assigned. Students must stay after school on the day that he/she does not turn in homework.

ATTENDANCE & PUNCTUALITY

Attendance and punctuality are essential for academic success. Each student's presence in classes contributes to the diversity of knowledge and personality which enriches the daily learning experience. The attendance policy is designed to promote this experience and this policy is strongly enforced.

ATTENDANCE

It is expected that each student will attend all assigned classes from Monday through Friday from 8:35 am to 2:45 pm except in cases of emergency and/or illness. An absence is excused if the student brings a note from a parent or guardian verifying sickness, medical/dental appointment, death in the family, or court visit.

Students are to bring a note on the day they return to school. Students who have not brought notes within two (2) days may be sent home. *Any other absences is unexcused and the student will be required to make up work—four hours per un-excused absence to be completed between 2:45 and 4pm on M,T,Th, and F. Hours can be made up between the hours of 1pm and 4pm on Wednesday and Saturday once per month.*

PUNCTUALITY

School starts promptly at 8:40am. Students are expected to be in school by 8:35am. A student is late if he/she is not in his/her seat at 8:40 or by the beginning of each subsequent class period. One hour of make up is given for each tardy. Make up must be served on the day it is earned. School doors are locked at 8:55am. Students arriving after that time may be given a pass and sent home. Being sent home is considered an unexcused absence. The parent will be notified.

FOCUS

In order for students to achieve their full academic potential and develop effective focusing skills, the classrooms must be free of disruptions.

- **RADIOS, CD PLAYERS, MP3 PLAYERS, BEEPERS, AND CELL PHONES ARE NOT ALLOWED IN SCHOOL.**
- Students cannot eat or drink (except water) in the classrooms. Lunch may be eaten during lunch period only in the designated lunch area. Otherwise, food may be confiscated and/or points docked.
- There is a five minute passing period between classes. This is the only time that students are allowed to use the rest room. Written verification is required for medical exemption to this rule. A point is docked for violation of this rule and an automatic hour is given for make up.
- **SLEEPING IN CLASS IS NOT TOLERATED.** Students must arrive at school well rested and alert.
- Personal grooming such as applying makeup, styling hair, etc. is not appropriate in class.

- It is expected that students will adhere to the dress code.

HEALTHY ENVIRONMENT

The Street Academy promotes a healthy environment that leads to physical, mental, emotional, and academic success. The following rules have been established to provide such an environment.

Drugs & Alcohol: Students suspected of using, possessing or being under the influence of drugs or alcohol before, during or after school while in the school or in its vicinity are subject to termination. Any student standing with those doing the above regardless of guilt or innocence is also subject to termination, suspension or a referral to a drug and alcohol counseling. Students dealing drugs will be terminated immediately.

Eating Area: In an effort to obtain a roach, rat, and an ant free environment, food is limited to the lunch room; or other designated areas only.

SAFETY

Intellectual growth requires a safe and secure setting. The following rules promote the personal safety of each individual.

Violence: Fights at or in the vicinity of the school before, during or after school will not be tolerated. **STUDENTS INVOLVED IN A FIGHT WILL BE TERMINATED IMMEDIATELY!** At the staff's discretion, students may reapply after a minimum of two quarters. Re-application does not guarantee re-admission.

Weapons: Weapons are not permitted on or around campus. Students found with weapons will be terminated immediately.

Money/Gambling: Students are not to endanger themselves by bringing large amounts of money to school. Gambling is not allowed. Students violating these rules are subject to suspension.

Parking: To park on school grounds, students must have a license, registration, and insurance documents on file in the Principal's office.

Non-Students: Non-Students must secure permission from the Principal to be on school grounds. Students should not encourage or invite non-students to school.

SMOOTH OPERATION

The Street Academy is a place for learning. Students and staff need to spend as much time as possible on academics. The rules that follow are designed to allow students and staff to focus on this main task.

Visitors: Parents and other interested persons are welcome to visit the school. They should make an appointment with the Principal.

Office/Kitchen: No students are allowed in the office area or kitchen/lounge without permission.

Telephones: Phones are for school business only. Students can use public phones before and after school. Students are allowed to make calls home on a case by case basis and are always allowed to receive messages or calls from parents in cases of emergency.

Street Academy has a strict NO CELL PHONE USE POLICY: Cell phones are not allowed to be used in any area of the school property. Students must be off campus and down the block to begin use of their personal cell phones. **CELL PHONES WILL BE TAKEN IF STUDENTS ARE CAUGHT USING THEM IN OR AROUND THE SCHOOL, THIS POLICY WILL BE ENFORCED.**

Remaining in class: Students are to enter the building at 8:35am, and they are not allowed to leave campus until 2:45pm without written permission. Students are not allowed to leave their classrooms or other school activities during class time except with the written permission of their teachers.

Books: Books that are lost or damaged must be paid for by students. If payment is not made, the students will not receive his/her grades, transcripts, or diplomas.

Pencils/pens: Pencils and pens are sold before 8:40am for \$0.10 and \$0.50 respectively, and for \$0.25 and \$0.75 after that.

MAKEUP WORK

Students with tardies, unexcused absences or who have lost points on their daily contract (no homework, no class work, behavior problems, etc.) will be assigned make up hours by their consultant teachers.

While make up is mandatory, it differs from traditional detention, in that hours are served in tutoring or other academic assistance. If academic work is completed, students may help with office duties, school beautification, or other appropriate activities. **Failure to do makeup may result in suspension with an additional four hours added for everyday of suspension.**

STREET ACADEMY DRESS CODE

Guidelines regarding the personal appearances of students are necessary to provide the best possible learning environment. Street Academy's guidelines are listed below. Students not adhering to the dress code may not be admitted to school.

PROMOTING HEALTH AND SAFETY

Observe personal hygiene: Students are expected to maintain daily health habits—bathing, wearing clean, properly fitting clothing, etc.

Avoid expensive accessories: Valuables cannot be replaced if lost at school. Valuables you bring to school are your responsibility. If lost or misplaced, the school is not responsible.

Avoid divisive or offensive representation: Clothing should not be worn that might anger or offend other students. These include gang colors and drug/alcohol promotion.

AVOIDING DISTRACTIONS

Avoid revealing clothing. Students are here to develop their minds, not to display their bodies. The following clothing is prohibited.

- Excessively tight clothing (spandex, etc.)
- Skirts, dresses, or shorts that end above the knee
- Low-cut blouses, see through clothing, tank tops
- Clothing which exposes stomach or chest
- Excessively baggy or low hung pants
- House slippers

Students that forget how to dress themselves will be given a muumuu to wear for the day and pants that are worn too baggy will have their pants loops locked until the end of the day.

FACILITATE EDUCATIONAL PROCESS

Arrive at school ready to learn. Please do not bring headphones, sunglasses, or cell phones.

STREET ACADEMY PHILOSOPHY

- Unity
- Community Service
- Respect
- Academic Achievement
- Responsibility

“What are you doing to defend the conquests for which we give our lives?” –Emiliano Zapata

Appendix 9: Board & Management Organizational Chart

Appendix 10: Budget Projections

Fund Year 2008-2009 Budget

	FY 2008 - 2009	FY 2009 - 2010	FY 2010 - 2011	FY 2011 - 2012	FY 2012 - 2013
Revenues					
Log, ccbc, in lieu	994005	1020735	1045440	1070415	1096000
Lottery income	19305	19305	19305	19305	19305
Carryover					
Fundraising/Donations	20,000				
Total Revenues	1033310	1040040	1064745	1089720	1115000
Expenses					
Personnel Expenses					
Executive Director	70,000	72100	74263	76490.89	78785.6
Administrative Asst	36,000	37080	38192.4	39338.172	40518.31
Science Tchr I	61,592	63439.76	65342.9528	67303.24138	69322.33
Science/English Tchr	36,724	37825.72	38960.4916	40129.30635	41333.18
Math Tchr I	40,893	42119.79	43383.3837	44684.88521	46025.43
Math Tchr II	37,800	38934	40102.02	41305.0806	42544.23
English Tchr I	45,670	47040.1	48451.303	49904.84209	51401.98
English Tchr II	44,126	45449.78	46813.2734	48217.6716	49664.20
Social Science Tchr I	38,945	40113.35	41316.7505	42556.25302	43832.94
Social Science Tchr II	36,000	37080	38192.4	39338.172	40518.31
Total Personnel Expenses	447,750	461182.5	475017.975	489268.5143	503946.5
part time/ summer school	44,000	45320	46679.6	48079.988	49522.36
Total Salary Expense	491,750	506502.5	521697.575	537348.5023	553468.86
Employee Benefits (20%)	98350	101300.5	104339.515	107469.7005	110693.7
403(b) [3% eligible employee]	14,753	15195.075	15650.92725	16120.45507	16604.06
Payroll Tax (10%)	54092.5	50650.25	52169.7575	53734.85023	55346.88
Worker's Comp. (5%)	24587.5	25325.125	26084.87875	26867.42511	27673.4
Outside Services	6000	6180	6365.4	6556.362	6753.0

Total Employee Benefits and Taxes	197782.5	198650.95	204610.4785	210748.7929	217071.2
Total Personnel Expenses	689,533	506502.5	521697.575	537348.5023	553468.9
Other Expenses					
Accounting/Auditor	15,000	15450	15913.5	16390.905	16882.63
Copier Expenses	10,000	10300	10609	10927.27	11255.0
Insurance	12,000	12360	12730.8	13112.724	13506.10
Instruct. Supplies/materials	20,000	20600	21218	21854.54	22510.1
Bank charges	60	61.8	63.654	65.56362	67.5305
Fees	120	123.6	127.308	131.12724	135.0610
Web site	240	247.2	254.616	262.25448	270.1221
Office Supplies	20,000	20600	21218	21854.54	22510.1
Postage	1,200	1236	1273.08	1311.2724	1350.610
Maintenance/Repair	1,200	1236	1273.08	1311.2724	1350.610
Miscellaneous	1,200	1236	1273.08	1311.2724	1350.610
Graduation	1,000	1030	1060.9	1092.727	1125.50
WASC	2,000	2060	2121.8	2185.454	2251.01
Staff Development	10,000	10300	10609	10927.27	11255.0
Special Education	20,000	20600	21218	21854.54	22510.1
Reserve	50,000	51500	53045	54636.35	56275.4
District Oversight Charge	30,999	31,201	31,942	32,692	33,393
Legal	5,000	5150	5304.5	5463.635	5627.54
Technical Support	2,100	2163	2227.89	2294.7267	2363.568
Janitorial Service	19,200	19776	20369.28	20980.3584	21609.76
Telephone/Internet	6,000	6180	6365.4	6556.362	6753.09
Utilities	20,000	20600	21218	21854.54	22510.1
Technology upgrade	30,000	30900	31827	32781.81	33765.2
Sailing Class	12,500	12875	13261.25	13659.0875	14068.8
Bart/bus tickets	5,000	5150	5304.5	5463.635	5627.54
Total Other Expenses	294,819	302935.8	311828.988	320974.8371	330396.8
Total Expenses	984,352	809438.3	833526.563	858323.3394	883865.8
Carryover	48,958	230601.7	231218.437	231,397	231639.

Accounting/Auditor	15,000	750	750	750	750	750	750	750	750	750	750	750	6,750
Copier Expenses	10,000	800	840	840	840	800	840	840	840	840	840	840	840
Insurance	12,000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Instruct. Supplies/materials	20,000		2000	2000	2000	2000	2000	2000	2000	2000	2000	2000	
Bank charges	60	5	5	5	5	5	5	5	5	5	5	5	5
Fees	120	10	10	10	10	10	10	10	10	10	10	10	10
Web site	240	20	20	20	20	20	20	20	20	20	20	20	20
Office Supplies	20,000	2000	1800	1800	1800	1800	1500	1600	1600	1600	1500	1500	1500
Postage	1,200	100	100	100	100	100	100	100	100	100	100	100	100
Maintenance/Repair	1,200	100	100	100	100	100	100	100	100	100	100	100	100
Miscellaneous	1,200	100	100	100	100	100	100	100	100	100	100	100	100
Graduation	1,000											500	500
WASC	2,000			2000									
Staff Development	10,000		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Special Education	20,000		1800	1800	1900	1800	1800	1800	1900	1800	1800	1800	1800
Reserve	50,000			50,000									
District Oversight Charge	30,399	2533	2533	2533	2533	2533	2533	2533	2533	2533	2534	2534	2534
Legal	5,000		500	500	500	500	500	500	400	400	400	400	400
Technical Support	2,100		210	210	210	210	210	210	210	210	210	210	210
Janitorial Service	19,200	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600
Telephone/Internet	6,000	500	500	500	500	500	500	500	500	500	500	500	500
Utilities	20,000	1400	1700	1700	1700	1700	1600	1700	1700	1700	1700	1700	1700
Technology upgrade	30,000	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500
Sailing Class	12,500			5000			2500			5000			
Bar/bus tickets	5,000			500	500	500	500	500	500	500	500	500	500
Total Other Expenses	294,219	13,418	19,068	76,568	19,668	19,528	21,668	19,368	19,368	24,268	19,169	19,669	22,459
Total Expenses	983,752	37,548	50,597	137,732	80,830	80,692	82,830	80,532	80,530	85,432	80,333	80,833	105,863

Balance (revenues - expenses) = carryover	34,061	56,156	-13,967	-7,188	-271	4,508	11,585	18,663	20,840	28,115	34,891	49,642
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