

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Street Academy.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- 21st Century Learning
- Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Street Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Street Academy
CDS Code: 1612590130179
Principal: Gina Hill
Date of this revision: 6/6/2017

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

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

Contact: Gina Hill
Address: 417 29th Street
Oakland, CA 94609

Position: Principal
Telephone: 510-874-3630
Email: gina.hill@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Street Academy

Site Number: 313

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

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




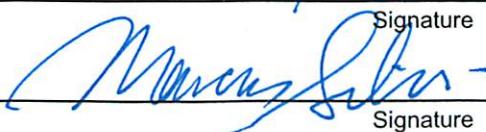
- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

Date(s) plan was approved: 5/9/2017

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

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

Signatures:

Gina Hill		<u>5/9/2017</u>
School Principal	Signature	Date
<u>Calvin Payne</u>		<u>5/9/2017</u>
Print name of SSC Chairperson	Signature	Date
Preston Thomas		<u>5/9/2017</u>
Network Superintendent	Signature	Date
Marcus Silvi		<u>5/25/17</u>
Coordinator, Office of Accountability Partners	Signature	Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Street Academy

Site Number: 313

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

Date	Stakeholder Group	Engagement Description
5-9-2017	School Site Council	2nd Tuesday School Site Council Meetings w/ parent reps, staff, teachers and students montioered current plan and brainstormed strategies for 17/18 plan. 5/9 meeting finalized edits to SPSA and approved SPSA, Measure N & Title 1 expenditures for 17/18
5/8/17	Street Academy Foundation Board Meeting	The Street Academy Foundation Board members, Principal, and teacher leaders provided draft copy of SPSA for feedback to raise questions and discuss implementation.
4-24-17	All Faculty/Staff Meeting	SPSA 17/18 was shared with key stakeholders to provide input for draft planto better support student academic achievement and to improve culture & climate
4-27-2017	School Site Council & Family Circle	2nd Tuesday SSC meetings are followed by Family Circles where feedback on SPSA plan to raise academic achievement and improve culture and climate is gatherd and applied
2-14-2017	School Site Council & Family Circle	2nd Tuesday SSC meetings are followed by Family Circles where feedback on SPSA plan to raise academic achievement and improve culture and climate is gathered and applied
1-10-2017	School Site Council & Family Circle	2nd Tuesday SSC meetings are followed by Family Circles where feedback on SPSA plan to raise academic achievement and improve culutre and climate is gathered and applied

2017-2018 Final Budget

Programs Included in This Plan

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

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

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$0.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

PART 1: ABOUT THE SCHOOL

1A. School Description

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

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

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

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

1B. School Mission and Vision

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

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

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

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

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

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

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

1C. School Multi-Year WASC Goals

Length of WASC Accreditation: 5 years

Last WASC Self-Study: 2013-14

Next Self-Study:

School WASC Goal:

Continued implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extra-curricular activities.

Associated LCAP Goal:

1: Graduates are college and career ready.

Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.

2: Students are proficient in state academic standards.

Work with OUSD to acquire funds to support Educationally Related Mental Health Supports

5: Students are engaged in school everyday.

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
<p align="center">Graduate Outcomes</p>	<p>Transcript and Credit Recovery Awareness - Students have an awareness of what they need and why they enroll in Street Academy. They request and complete credit recovery options including summer school, concurrent enrollment, APEX and a fifth year of school.</p> <p>Trimester Credit Accrual - Students who stay at Street Academy for 3+ years are meeting A-G requirements and gaining acceptance to 4 year colleges and universities at higher rates.</p> <p>We put more effort into retaining students and have seen our mobility rates decline (2012/13 school year, 104 students transitioned out of the school. In 2013 there were 80 and in 2014 there were only 12).</p>	<p>Cohort Graduation Rate: We recruit and enroll students who enter far behind in credits. Many, are counseled to take a 5th year to graduate. This skews our 4 Year Graduation Cohort rate. This year, of our 14 graduating seniors, 5 were 5th year students which impacts our data greatly with such a small school.</p> <p>Trimester Credit Accrual - Only 20-30% of all students are earning full credit (22.5 credits / trimester) each trimester.</p> <p>Opting Out - More students transferring to other schools to pursue a 190 credit high school diploma.</p> <p>College Enrollment and Persistence - Fewer students are enrolling into 2 year and 4 year colleges and attain either a 2-year AA and/or 4-year BA/BS.</p>
<p align="center">Post-Secondary Readiness</p>	<p>Student Awareness - Students are aware of the importance of high school diploma and a college degree.</p>	<p>A-G Requirements - Fewer students graduating with 4 year UC requirements met (i.e. A - G).</p> <p>Early Career Exposure - Students have limited exposure to career opportunities.</p>

Climate and Culture	Attendance - Students transferring from other high schools attend school more regularly than before. Socioemotional Learning (SEL) - Students fully engage in SEL programming at Street Academy. School and Family Relationships - Students and families have strong relationships with adults on campus.	Attendance - Student attendance remains inconsistent and low despite increases relative to prior high school attendance. Student Academic Engagement - Student engagement is inconsistent. Student Behavior: Student behavior issues impede academic acceleration and achievement
Rigorous Academics	A-G Student Course Work - All students are enrolled in A-G core classes with an increasing percentage earning full credit each term. Student Engagement - Students are engaged with curriculum that is social justice focused, culturally relevant, active, and experiential. Student Verbal Proficiency - Students demonstrate higher order thinking through presentation, debate, and academic discussion.	Grade Level Proficiency - Students have low reading, writing and math skills (below & far below grade level). Quality of Senior Project - Students producing lower quality work for Senior Project (Graduate Capstone).
Pathway Development	All students participate in work based learning experiences by engaging in individual or cohort internships in the non profit industry.	Development and refinement of structures to streamline communication with community partners around student attendance and progress Youth development around work readiness and how it supports success after high school

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Trimester Credit Accrual	<ol style="list-style-type: none"> 1) Street Academy recruits students who are behind on credits and/or who have had unfavorable school experiences. 2) Students express the desire to "catch up on credits," but below grade level skills are such that they cannot do so at the expected pace. 3) Street Academy encourages a 5th year but students resist due to the stigma attached to not graduating "on time." 4) Students don't know how to budget finances to sustain 4 years of college; Students experience culture shock. 	Building a Rigorous Academic Core: Student Conditions
Post-Secondary Readiness	Limited College & Career exposure	<ol style="list-style-type: none"> 1) Lack of a college counselor at Street Academy for 3 years. 2) Novice teachers need adequate support to build their own capacity to counsel. 	Equity/Access/Achievement

Climate and Culture	Student Academic Engagement	<p>1) Students have experienced trauma in their lives which has impacted their behavior, ability to cope and engage in academics.</p> <p>2) Many students "self medicate" as a coping mechanism.</p> <p>3) Many students arrive to school hungry/stay hungry(school lunch options are low quality).</p> <p>4) Teachers need professional learning around trauma informed approaches to prevent disruptions student challenges bring</p>	Personalized Student Support
Rigorous Academics	Grade Level Proficiency for African American and English Learner students	<p>1) SRI data shows a little over 60% of students reading below grade level and the Khan Academy math acceleration tool shows most students at least one subject behind in mathematics.</p> <p>2) Staff is not trained in scaffolding, differentiation, and other acceleration strategies to meet student needs.</p> <p>3) There is a lack of vertical alignment across grade levels and content areas to support student success in the senior action research paper (graduate capstone).</p> <p>4) Teachers still in the early stages of development need more consistent professional learning.</p>	Equity/Access/Achievement
Pathway Development	Youth require development around work readiness and how it supports success during and after high school	<p>1) Our vision and mission at Street Academy is to recruit students who have fallen behind and get them on track to college. They fall behind as a result of a variety of social determinants. Students require training to acquire soft skills, professionalism and skills necessary for work based success</p>	Work-Based Learning

2C. Current Strategy Analysis

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
--------------------------	--------------------	----------------------------	---

<p>Schoolwide Instructional Improvement Strategy:</p>	<p>Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction</p>	<p>Not Yet</p>	<p>Yes</p>	<p>Teachers consistently attend and participate in Alt Ed Collaborative PDs (disciplinary PLCs and Design Labs). Admin observed improvement in math instruction/lessons particularly around group work, use of manipulatives and Common Core alignment.</p> <p>The master schedule allows time embeded into the school day for teacher collaboration on Workforce Wednesdays when all students are enrolled in individual and cohort internships.</p> <p>Teachers lack capacity to lead Wednesday PLC on their own particularly when effective structures have not been modeled impedes effectiveness.</p> <p>Teachers utilize Critical Friends protocol to support collegiality, problem solving and capaicity building in monthly PLC</p>
<p>Culture & Climate Improvement Strategy:</p>	<p>Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.</p>	<p>Not Yet</p>	<p>Yes</p>	<p>Teachers consistently attend and participate in monthly PLCs focused on supporting holistically;</p> <p>There is self-reported growth in CTM competencies according to CTM self-assessment tool;</p> <p>Majority of CTM report that "advisory" responsibilities feel more manageable. Improvements also noted in admin observations</p> <p>Challenges arise around equal engagement and contribution. This challenge is being addressed by the formation of committee structures and clearly defined tasks and roles for each committee.</p>
<p>Pathway Development Strategy:</p>	<p>Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students, 9th, 10th, 11th, and 12th, specifically in the non-profit sector.</p>	<p>Yes</p>	<p>Yes</p>	<p>100% enrollment in Cohort or Individual internships grades 9-12;</p>

<p>Design Feature #1 (New/Emerging):</p>	<p>Vertical Articulation of Student Competencies and Senior Project/Graduate Capstone Rubric Engage in teacher PLCs to identify school-wide core student competencies (e.g. using textual evidence), develop a Senior Project/Graduate Capstone rubric, and do vertical articulation work to ensure that all students are capable of producing a high quality piece of work for their Senior Project/Graduate Capstone in their 4th or 5th year.</p>	<p>Not Yet</p>	<p>Not Yet</p>	<p>PLCs focused on Get Informed Friday. Evaluation and Scoring document finalized and shared school wide. GIF presentation rubric completed but still in draft form. GIF Rubric being piloted and vetted in 11th grade Algebra 2 class</p>
<p>Design Feature #2 (New/Emerging):</p>	<p>Current Events Friday/Get Informed Fridays (GIF) - Implement Current Event Fridays across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels.</p>	<p>Yes</p>	<p>Not Yet</p>	<p>Increased student engagement with Get Informed Fridays (GIF), especially with student presentations Additional data sources and data still need to be collected (e.g. student writing samples/presentation slides)</p> <p>Looking at student work protocols need to be established and implemented via Wednesday PLC. Schoolwide Google Classroom created to make digital submissions by students easily accessible. There is inconsistency of use</p>
<p>Design Feature #3 (New/Emerging):</p>	<p>Workforce Wednesday & On-Site/Off-Site Internships- Implement Social Justice Careers 101 course for 9th graders and individual and cohort internships for 10th, 11th, and 12th graders. One key set of on-site student internships will be the Peer Tutoring Program, where Street Academy students serve as personalized supports within core classes and the 2-Week Accountability Cycle.</p>	<p>Not Yet</p>	<p>Not Yet</p>	<p>Social Justice Careers class did not happen due to loss of funding for BAY Peace community partner. Collaboration would not be sustainable. Peer tutoring internship did not happen due to lack of capacity to support and train youth. We anticipate full implementation of peer tutoring program for the 17/18 school year.</p>
<p>Signature Element #1 (Established):</p>	<p>Counselor Teacher Mentor (CTM) - Advisory model applying core tenets of socio-emotional learning (SEL), trauma-informed practice, and Restorative Justice (RJ). Builds strong relationships between youth, adults, and families, provide academic counseling, and co-constructed student success plans created by CTMs, family members, and students.</p>	<p>Yes</p>	<p>Yes</p>	<p>Master Schedule embeds: 1) morning and afternoon CTM consistent meeting times. 2) CTM keep community building RJ circles each Friday morning. 3) CTM family meetings happening at the beginning of each Trimester and at the end of the school year.</p> <p>Academic Counseling Committee formed to support with transcript analysis and scheduling students to minimize errors and develop individualized plans for academic acceleration.</p>

Signature Element #2 (Established):	2 Week Accountability Cycle - Bi-monthly cycle in which 1) academic progress reports provided to students and families 2) CTMs call and talk to families about their child's academic progress and 3) CTMs meet with students to place personalized supports (e.g. tutoring, intervention) in place.	Yes	Not Yet	Individual student progress reports are printed bi-weekly; Each Trimester student progress is tracked based upon percentage of students earning full credit. Student retention complicates the data collection process
Signature Element #3 (Established):	Transformative Life Skills (TLS) - Our "in class" Tranformative Life Skills or "dynamic mindfulness" is integrated throughout the school to support student resiliency through development of self awareness, self management and social awareness.	Yes	Not Yet	Student retention impacts ability to collect data. Students self report that TLS does actually help. Enrollment in after school yoga program is full

PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Credits On Track to Graduate: Increase percentage of students with credits on	On Track to Graduate	All Students	30.8% of students with credits on track to graduate	35.8% of students with credits on track to graduate	40.8% of students with credits on track to graduate	Continued implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extra-curricular activities.

<p>Post-Secondary Readiness</p>	<p>A - G Requirements - Increase percentage of students graduating with A-G requirements fulfilled by 5% each</p>	<p>A-G Completion</p>	<p>All Students</p>	<p>30% of graduates with A-G requirements met</p>	<p>35% of graduates with A-G requirements met</p>	<p>40% of graduates with A-G requirements met</p>	<p>Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.</p>
<p>Climate and Culture</p>	<p>Student Attendance - Decrease percentage of students with a severe/moderate chronic absences by each year.</p>	<p>Attendance Rate</p>	<p>All Students</p>	<p>TBD</p>	<p>TBD-5%</p>	<p>TBD-5%</p>	<p>Work with OUSD to acquire funds to support Educationally Related Mental Health Supports</p>
<p>Rigorous Academics</p>	<p>Student Reading Proficiency - Increase percentage of students at/above grade-level reading proficiency according to the</p>	<p>SRI</p>	<p>All Students</p>	<p>16% of students at/above grade-level reading proficiency</p>	<p>21% of students at/above grade-level reading proficiency</p>	<p>26% of students at/above grade-level reading proficiency</p>	<p>Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.</p>

Pathway Development	Career and College Exposure - Increase the average number of college and career exposure opportunities students participate in by 5% each year (e.g. student internships, job-shadowing, career exploration visits, college exploration visits, dual enrollment, concurrent enrollment, etc.)	Pathway Participation	All Students	100% of students enrolled in pathway. Only Seniors enrolled in internships	100% of students enrolled in pathway. All students enrolled in internships.	100% of students enrolled in pathway. All students enrolled in internships and engaged in multiple college and career activities	Continued implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extra-curricular activities.
----------------------------	---	-----------------------	--------------	--	---	--	---

PART 4: STRATEGIES							
Major Improvement Strategies						1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide Language & Literacy Improvement Strategy:	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction				Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions	
Schoolwide Mathematics Improvement Strategy:	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions				Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions	
Culture & Climate/SEL Improvement Strategy:	Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.				Personalized Student Support	School Leadership & School Vision	
Pathway Development/ Implementation Strategy:	Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students, 9th, 10th, 11th, and 12th, specifically in the non-profit sector.				Work-Based Learning	Equity/Access/ Achievement	
Measure N Design Features						1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Vertical Articulation of Student Competencies and Senior Project/Graduate Capstone Rubric Engage in teacher PLCs to identify school-wide core student competencies (e.g. using textual evidence), develop a Senior Project/Graduate Capstone rubric, and do vertical articulation work to ensure that all students are capable of producing a high quality piece of work for their Senior Project/Graduate Capstone in their 4th or 5th year.				Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions	

Measure N Design Feature #2:	GIF - Get Informed Friday - Implement Get Informed Fridays current event /content based student presentations across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
Measure N Design Feature #3:	Workforce Wednesday & On-Site/Off-Site Internships- Implement Social Justice Careers 101 course for 9th graders and individual and cohort internships for 10th, 11th, and 12th graders. One key set of on-site student internships will be the Peer Tutoring Program, where Street Academy students serve as personalized supports within core classes and the 2-Week Accountability Cycle.	Work-Based Learning	Equity/Access/Achievement

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

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy: <i>Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action

<p>Hire Contractor (s) to facilitate professional learning, coaching & feedback cycles focused on academic acceleration to: 1) strengthen core academic program 2) increase the quality and amount of instruction and personalized support and 3) assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects, in particular: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; newcomers; and GATE students.</p>	<p>Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>Teacher Leader Stipend for Humanities Department lead in social justice curriculum development to: 1) strengthen core academic program 2) increase the quality and amount of instruction and personalized support and 3) assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects, in particular: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; newcomers; and GATE students.</p>	<p>Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction</p>	<p>A1.3: A-G Completion</p>	<p>All Students</p>
<p>All Teachers participate in bimonthly Professional Learning as part of the Alternative Education Collaborative & Design Team Meetings to: 1) strengthen core academic program 2) increase the quality and amount of instruction and personalized support and 3) assist students in meeting state's academic proficiency or advanced levels of academic achievement in core subjects, in particular: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; newcomers; and GATE students.</p>	<p>Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>Implement Get Informed Fridays Schoolwide "current events" student presentations to increase the quality and amount of instruction and personalized support and strengthen the academic core by connecting disciplinary content with current events.</p>	<p>GIF - Get Informed Friday - Implement Get Informed Fridays current event /content based student presentations across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels</p>	<p>A3.2: Reading Intervention</p>	<p>All Students</p>

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

Schoolwide Mathematics Improvement Strategy: *Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
All Teachers participate in bimonthly Professional Learning as part of the Alternative Education Collaborative & Design Team Meetings	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions	A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Extended Contract for Teacher Leader to facilitate Math PLC to implement Math Intervention Development Strategy to assist students in meeting state's academic proficiency or advanced levels of academic achievement, especially: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; newcomers; and GATE students.	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions	A2.5: Teacher Professional Development for CCSS & NGSS	All Students

<p>Summer Academic Recovery & Intervention (Rising 9th & 10th) to assist students in meeting state's academic proficiency or advanced levels of academic achievement, especially: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; newcomers; and GATE students.</p>	<p>2 Week Accountability Cycle - Bi-monthly cycle in which 1) academic progress reports provided to students and families 2) CTMs call and talk to families about their child's academic progress and 3) CTMs meet with students to place personalized supports (e.g. tutoring, intervention) in place.</p>	<p>A1.5: Summer Learning</p>	<p>All Students</p>
---	---	------------------------------	---------------------

Culture & Climate/SEL Improvement Strategy: *Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
<p>Contract w/ Niroga Yoga Institute to provide coaching & feedback cycle for effective implementation of Transformative Life Skills trauma informed personalized student supports</p>	<p>Transformative Life Skills (TLS) - Our "in class" Transformative Life Skills or "dynamic mindfulness" is integrated throughout the school to support student resiliency through development of self awareness, self management and social awareness.</p>	<p>A5.2: Health and Wellness (Mental & Physical Health)</p>	<p>All Students</p>
<p>Contract w/ RJTI to provide coaching & feedback cycle for effective implementation of Restorative Justice as a trauma informed personalized student supports</p>	<p>Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.</p>	<p>A2.2: Social Emotional Learning</p>	<p>All Students</p>

Fund community based empowerment trainings for family's (ie; ACTP, project reconnect, journey for justice alliance, circle keeper trainings)	Counselor Teacher Mentor (CTM) - Advisory model applying core tennets of socio-emotional learning (SEL), trauma-informed practice, and Restorative Justice (RJ). Builds strong relationships between youth, adults, and families, provide academic counseling, and co-constructed student success plans created by CTMs, family members, and students.	A6.1: Parent / Guardian Leadership Development	African-American Students
Purchase supplies, curriculum, SEL supports for summer academic recovery & intervention	Vertical Articulation of Student Competencies and Senior Project/Graduate Capstone Rubric Engage in teacher PLCs to identify school-wide core student competencies (e.g. using textual evidence), develop a Senior Project/Graduate Capstone rubric, and do vertical articulation work to ensure that all students are capable of producing a high quality piece of work for their Senior Project/Graduate Capstone in their 4th or 5th year.	A1.5: Summer Learning	All Students

Pathway Development/Implementation Strategy: *Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students, 9th, 10th, 11th, and 12th, specifically in the non-profit sector.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
------------------	-------------------------------	--	--

<p>Maintain full time Internships & College Readiness Coordinator Position</p>	<p>Workforce Wednesday & On-Site/Off-Site Internships- Implement Social Justice Careers 101 course for 9th graders and individual and cohort internships for 10th, 11th, and 12th graders. One key set of on-site student internships will be the Peer Tutoring Program, where Street Academy students serve as personalized supports within core classes and the 2-Week Accountability Cycle.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Extended Contracts for non profit industry sector partnerships to provide cohort internship work based learning experiences</p>	<p>Workforce Wednesday & On-Site/Off-Site Internships- Implement Social Justice Careers 101 course for 9th graders and individual and cohort internships for 10th, 11th, and 12th graders. One key set of on-site student internships will be the Peer Tutoring Program, where Street Academy students serve as personalized supports within core classes and the 2-Week Accountability Cycle.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>100% student enrollment in individual and cohort internships on Workforce Wednesdays</p>	<p>Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students, 9th, 10th, 11th, and 12th, specifically in the non-profit sector.</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>

<p>All students signed up for and CTM proficient in use of Californiacolleges.edu</p>	<p>Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.</p>	<p>A1.3: A-G Completion</p>	<p>All Students</p>
<p>2nd Tuesday Family Circles & College Readiness focus (ie: FAFSA Nights)</p>	<p>Counselor Teacher Mentor (CTM) - Advisory model applying core tenets of socio-emotional learning (SEL), trauma-informed practice, and Restorative Justice (RJ). Builds strong relationships between youth, adults, and families, provide academic counseling, and co-constructed student success plans created by CTMs, family members, and students.</p>	<p>A6.1: Parent / Guardian Leadership Development</p>	<p>All Students</p>

<p>Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):</p>			
<p>Strategic Action</p>	<p>Strategy This Action Supports</p>	<p>Associated LCAP Action Area (for funded actions)</p>	<p>Primary Target Student Group for This Action</p>

<p>Fund supplies and provide stipend for teacher led family workshops engaging parents in understanding how to provide academic support to their children</p>	<p>Counselor Teacher Mentor (CTM) - Advisory model applying core tenets of socio-emotional learning (SEL), trauma-informed practice, and Restorative Justice (RJ). Builds strong relationships between youth, adults, and families, provide academic counseling, and co-constructed student success plans created by CTMs, family members, and students.</p>	<p>A6.5: Academic Parent-Teacher Communication & Workshops</p>	<p>All Students</p>
<p>Chromebook/technology purchases/repairs to improve student access to curriculum, online credit recovery options, State testing, etc.</p>	<p>GIF - Get Informed Friday - Implement Get Informed Fridays current event /content based student presentations across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels</p>	<p>A1.3: A-G Completion</p>	<p>All Students</p>
<p>Pay substitutes to support peer-to-peer teacher observation and feedback cycles</p>	<p>GIF - Get Informed Friday - Implement Get Informed Fridays current event /content based student presentations across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>

<p>Fund CTM stipend to compensate additional advisory responsibilities (CTM extended contracts, home visits, committee work, teacher leader)</p>	<p>Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.</p>	<p>A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)</p>	<p>All Students</p>
<p>Youth Speaks Teacher in Residence Program to support literacy development in ELA writing courses & after school program SLAM Club</p>	<p>Vertical Articulation of Student Competencies and Senior Project/Graduate Capstone Rubric Engage in teacher PLCs to identify school-wide core student competencies (e.g. using textual evidence), develop a Senior Project/Graduate Capstone rubric, and do vertical articulation work to ensure that all students are capable of producing a high quality piece of work for their Senior Project/Graduate Capstone in their 4th or 5th year.</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>English Learners</p>

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

School:

Street Academy

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$5,000.00	Measure N	Hire Contractor (s) to facilitate professional learning, coaching & feedback cycles focused on: academic acceleration	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction	A2.5: Teacher Professional Development for CCSS & NGSS	5825				313-1
\$3,000.00	Measure N	Summer Academic Recovery & Intervention (Rising 9th & 10th)	2 Week Accountability Cycle - Bi-monthly cycle in which 1) academic progress reports provided to students and families 2) CTMs call and talk to families about their child's academic progress and 3) CTMs meet with students to place personalized supports (e.g. tutoring, intervention) in place.	A1.3: A-G Completion	5825				313-2
\$500.00	Measure N	Extended Contract for Teacher Leader to facilitate Math PLC to implement Math Intervention Development Strategy	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions	A2.5: Teacher Professional Development for CCSS & NGSS	5825				313-3
\$3,000.00	Measure N	Summer Academic Recovery & Intervention (Rising 9th & 10th)	2 Week Accountability Cycle - Bi-monthly cycle in which 1) academic progress reports provided to students and families 2) CTMs call and talk to families about their child's academic progress and 3) CTMs meet with students to place personalized supports (e.g. tutoring, intervention) in place.	A1.5: Summer Learning	5825				313-4
\$8,000.00	Measure N	Contract w/ Niroga Yoga Institute to provide coaching & feedback cycle for effective implementation of Transformative Life Skills trauma informed personalized student supports	Transformative Life Skills (TLS) - Our "in class" Tranformative Life Skills or "dynamic mindfulness" is integrated throughout the school to support student resiliency through development of self awareness, self management and social awareness.	A5.2: Health and Wellness (Mental & Physical Health)	5825				313-5
\$3,000.00	Measure N	Contract w/ RJTI to provide coaching & feedback cycle for effective implementation of Restorative Justice as a trauma informed personalized student supports	Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.	A2.2: Social Emotional Learning	5825				313-6

\$50,000.00	Measure N	Maintain full time Internships & College Readiness Coordinator Position	Workforce Wednesday & On-Site/Off-Site Internships- Implement Social Justice Careers 101 course for 9th graders and individual and cohort internships for 10th, 11th, and 12th graders. One key set of on-site student internships will be the Peer Tutoring Program, where Street Academy students serve as personalized supports within core classes and the 2-Week Accountability Cycle.	A1.1: Pathway Programs	5825				313-7
\$15,000.00	Measure N	Extended Contracts for non profit industry sector partnerships to provide cohort internship work based learning experiences	Workforce Wednesday & On-Site/Off-Site Internships- Implement Social Justice Careers 101 course for 9th graders and individual and cohort internships for 10th, 11th, and 12th graders. One key set of on-site student internships will be the Peer Tutoring Program, where Street Academy students serve as personalized supports within core classes and the 2-Week Accountability Cycle.	A1.1: Pathway Programs	5825				313-8
see above	Measure N	100% student enrollment in individual and cohort internships on Workforce Wednesdays	Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students, 9th, 10th, 11th, and 12th, specifically in the non-profit sector.	A1.1: Pathway Programs	5825				313-
\$9,000.00	Measure N	Fund CTM stipend to compensate additional advisory responsibilities (CTM extended contracts, home visits, committee work, teacher leader)	Counseling & Mentoring PLCs - Provide and structure school day time for Counselor-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around supporting students holistically.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	5825				313-1
\$500.00	Title I: Basic	Teacher Leader Stipend for Humanities Department lead in social justice curriculum development	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instruction	A1.3: A-G Completion	5825				313-2
\$5,000.00	Title I: Basic	Youth Speaks Teacher in Residence Program to support literacy development in ELA writing courses & after school program SLAM Club	Vertical Articulation of Student Competencies and Senior Project/Graduate Capstone Rubric Engage in teacher PLCs to identify school-wide core student competencies (e.g. using textual evidence), develop a Senior Project/Graduate Capstone rubric, and do vertical articulation work to ensure that all students are capable of producing a high quality piece of work for their Senior Project/Graduate Capstone in their 4th or 5th year.	A2.1: Implementation of CCSS & NGSS	5825				313-3

\$500.00	Title I: Basic	Fund community based empowerment trainings for family's (ie; ACTP, project reconnect, journey for justice alliance, circle keeper trainings)	Counselor Teacher Mentor (CTM) - Advisory model applying core tenets of socio-emotional learning (SEL), trauma-informed practice, and Restorative Justice (RJ). Builds strong relationships between youth, adults, and families, provide academic counseling, and co-constructed student success plans created by CTMs, family members, and students.	A6.1: Parent / Guardian Leadership Development						313-4
\$2,000.00	Title I: Basic	Purchase supplies, curriculum, SEL supports for summer academic recovery & intervention	Vertical Articulation of Student Competencies and Senior Project/Graduate Capstone Rubric Engage in teacher PLCs to identify school-wide core student competencies (e.g. using textual evidence), develop a Senior Project/Graduate Capstone rubric, and do vertical articulation work to ensure that all students are capable of producing a high quality piece of work for their Senior Project/Graduate Capstone in their 4th or 5th year.	A1.5: Summer Learning						313-5
\$4,000.00	Title I: Basic	Chromebook/technology purchases/repairs to improve student access to curriculum, online credit recovery options, State testing, etc.	GIF - Get Informed Friday - Implement Get Informed Fridays current event /content based student presentations across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels	A1.3: A-G Completion						313-6
\$4,500.00	Title I: Basic	Pay substitutes to support peer-to-peer teacher observation and feedback cycles	GIF - Get Informed Friday - Implement Get Informed Fridays current event /content based student presentations across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels	A2.1: Implementation of CCSS & NGSS						313-7
\$412.00	Title I: Parent Participation	Fund supplies and provide stipend for teacher led family workshops engaging parents in understanding how to provide academic support to their children	Counselor Teacher Mentor (CTM) - Advisory model applying core tenets of socio-emotional learning (SEL), trauma-informed practice, and Restorative Justice (RJ). Builds strong relationships between youth, adults, and families, provide academic counseling, and co-constructed student success plans created by CTMs, family members, and students.	A6.5: Academic Parent-Teacher Communication & Workshops						313-8

		All Teachers participate in bimonthly Professional Learning as part of the Alternative Education Collaborative & Design Team Meetings	Teaching PLCs - Provide and structure school day time for Counselors-Teacher-Mentors (CTMs) to engage in cycles of inquiry in PLCs to build individual and collaborative capacity around instructions	A2.5: Teacher Professional Development for CCSS & NGSS						313-9
		GIF Get Informed Fridays Schoolwide "current events" student presentations	GIF - Get Informed Friday - Implement Get Informed Fridays current event /content based student presentations across disciplines (ELA, Math, Science, etc.) to develop student competencies outlined in Senior Project Rubric across all grade levels	A3.2: Reading Intervention						313-10
		All students signed up for and CTM proficient in use of Californiacolleges.edu	Counseling & Mentoring PLCs - Provide	A1.3: A-G Completion						313-11
		2nd Tuesday Family Circles & College Readiness focus (ie: FAFSA Nights)	Counselor Teacher Mentor (CTM) - Ad	A6.1: Parent / Guardian Leadership Development						313-12

OEZSA ZAPATISTA SOCIAL JUSTICE AGREEMENTS

I fully commit to Street Academy in the following ways:

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

Print OEZSA Zapatista's Name

OEZSA Zapatista's Signature

Date

OEZSA CTMS & STAFF SOCIAL JUSTICE AGREEMENTS

I fully commit to OEZSA in the following ways:

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

Print OEZSA CTM's Name

OEZSA CTM's Signature

Date

OEZSA PARENTS/FAMILIES SOCIAL JUSTICE AGREEMENTS

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

1. We will make sure our child arrives at OEZSA everyday no later than 8:⁵⁶~~25~~am (Monday – Friday).
2. We will make arrangements so our child can remain at OEZSA up to and beyond dismissal in order to do whatever it takes to ensure your Zapatista's success.
3. We will expect our child to earn a minimum 80% and a 3.0 GPA in all classes.
4. We will make arrangements for our child to come to OEZSA on appropriate Saturdays.
5. We understand that OEZSA is run by its own community nonprofit and that it depends upon the community's involvement to continue its existence. We will volunteer at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, school events, office/classroom support, donations, clerical support, etc).
6. If our child needs to stay for OEZSA Reconciliation hours (ie: Non Social Lunch or Friday Night Blues) more than 5 times consecutively, I will attend a CTM meeting and/or Staff Meeting Circle to design goals to support my child's success.
7. We give permission for our child to participate in supplemental instruction as needed (for example, field trips, Weekend Wake Up, Before/After school program and Saturday Academy).
8. We will partner with CTM, Staff Support and Community Support of OEZSA to help our child excel in school, both academically and behaviorally.
9. We will insure our child completes homework every night. We will make sure homework is of the best quality. We will ask for regular updates regarding our child's progress or lack thereof
10. We will always make ourselves available to our children and the school and respectfully address any concerns that arise concerning our child. We will meet regularly with CTM and or appropriate Staff/Community Support to discuss our child's progress.
11. If our child is going to be tardy or be absent from school will call the office the morning of the tardy or absence.
12. We will support our child in his or her commitment to excellence and understand that the following means no participation in graduation ceremony, graduation related activities and possibly additional time beyond the average 4 years of high school to earn a diploma - a below 2.0 GPA; more than 5 referrals / year; more than 1 suspension / year; failure to pass the California High School Exit Exam; failure to earn 230 credits within required areas of study
13. We will make sure our child follows the OEZSA dress code.
14. We understand that our child needs to respect the rights and interests of everyone at OEZSA regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
15. We will always act in a professional manner when speaking with all people in our school community: OEZSA CTMs, Staff Support, Community Support, Zapatistas, fellow parents / family members, etc are all worthy of respect at all times. We should be united in our pursuit of academic excellence, respectful and responsible in our actions and our words. (i.e. use of profanity, shouting, threatening or demeaning language of any kind is never appropriate).
16. We will help our child prepare for college and life after high school by supporting him/her and encouraging him/her to adhere to the Social Justice agreements.
17. We are responsible for our own behavior, as well as our child's. If a mistake is made we will take responsibility and I will OWN it, by telling the truth, and fixing the behavior.

Print OEZSA Zapatista's Name

Parent/Guardian Name

OEZSA Parent/Guardian Signature

Date

Title I School Parental Involvement Policy 2016-17

Oakland Emiliano Zapata Street Academy has developed a written Title I parental involvement policy with input from Title I parents who attend a mandatory orientation meeting prior to enrollment. Families meet at least 3 times per year with CTM and attend family circles, meetings and events. The policy is given to parents of Title I students. All parents received Parental Involvement Policy at mandatory orientation. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Street Academy agrees to implement the following statutory requirements:

Will convene an annual Title I meeting to perform the following:

- Inform parents of their schools participation in the Title I Program.
- Explain the requirements of the Title 1 Program.
- Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
- The parents' right to participate in the development of the District's Title 1 Plan.

Parents attend monthly SSC meetings, family circles, student all staff meetings when appropriate as well as participate in outreach survey/focus groups created/facilitated by designated C.A.R.E - Continuous Engagement and Accountability - Team. Parents are able to gather feedback and vote on issues impacting the academic and social environment at the school.

Offer a flexible number of meetings for parents.

CTM (All students are assigned a Counselor Teacher Mentor upon enrollment) Meetings are scheduled on an individual basis and the SSC and Family circles meet every second Tuesday of each Month beginning at 4:30-7pm

Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

Parents of Title 1 students are invited at the beginning of each school year to our "Back To School" Social Justice Fair where elections for SSC members are held and introductions to teachers, support staff and community partners happen. Parents also receive information about their children's academic expectations and are regularly communicated with via the Counselor Teacher Mentor. The CTM communicates around issues and other important information by phone, email, postings to website and outreach facilitated by our C.A.R.E. Team

Provides parents of Title I students with timely information about Title I programs.

Parents of Title 1 students are invited at the beginning of each school year to our "Back To School" Social Justice Fair where elections for SSC members are held and introductions to teachers, support staff and community partners happen. Our family liaison provides follow up to those who may not have attended. Through CTM, regular communication with parents/families, reminders of meetings and pertinent information are provided. Parents also meet with CTM and student quarterly for progress checks. Information regarding Title 1 programs is also provided in these frequent communications.

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

Parents attend mandatory orientation prior to enrollment, meet with CTM and student daily and quarterly (w/ parent present) for academic and behavioral progress checks and attend events planned by our C.A.R.E. Team. Information regarding Title 1 programs is also provided in frequent communications such as quarterly newsletters, flyers and electronic calls.

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

Parents attend mandatory orientation prior to enrollment, meet with CTM and student daily and quarterly (w/ parent present) for academic and behavioral progress checks and attend events planned by our C.A.R.E. Team. Information regarding Title 1 programs is also provided in frequent communications such as quarterly newsletters, flyers and electronic calls.

School-Parent Compact

Street Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. (See Attached "Social Justice Agreements")

Building Parent Capacity for Involvement

Street Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

- The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - How to monitor their child's progress
-
- **Parent meets with CTM and student at the beginning of Fall, Winter & Spring Term to review and agree upon student's success plan which includes a review of the previous year's assessments. Student's transcript, report card, contracts and other relevant evidence of student strengths and areas of needed growth are identified and a plan is created to accelerate progress.**
 - **Parent, CTM, Principal and student are equally empowered to call a "Staff Meeting" to discuss areas of concern with the entire school staff in a restorative format where the individual success plan can be revised**

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

The "Street Dreams" Afternoon Program Director in collaboration with the C.A.R.E.

Team & BACR, our Internships & College Readiness Coordinator, OUSD Alternative Education Department, East Bay CAN and other community partners support in facilitation of classes/workshops around the following: 1) parenting 2) cooking 3) stress reduction strategies 4) transcript analysis and A-G requirements 5) Navigating the FAFSA process & College applications

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

All families, students and community partners dialogue regularly using the restorative talking circle format. Family Circles are held each 2nd Tuesday

Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

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

Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Parents of Title I students are invited at the beginning of each school year to our "Back to School" Social Justice Fair when SSC members are voted on, meeting schedules are distributed, staff, teachers, community partners, etc are introduced. All outreach is translated mostly in Spanish by OUSD, and/or our Spanish teacher. We depend upon human translation for our small Burmese population as OUSD does not provide this language. We use technology whenever we can.

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

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

Accessibility

Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

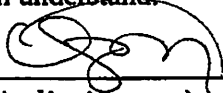
Translation is provided most commonly in Spanish at all meetings. Flyers are often bilingual and childcare is provided by our students and community partners. Our building is handicap accessible with access ramps at the front entrances. We also do home visits.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

**SSC/PARENT MTG 10/11/16; ORIENTATION 8/17/16; ORIENTATION- 8/10/16;
ORIENTATION 8/17/16; "Back 2 School"8/2416**

This policy was adopted by the Street Academy School Site Council on 10/11/16 and will be in effect for the period of 2016/17. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before the first day of school and/or at the mandatory orientation. It will be made available to the local community on or before the annual "Back to School" Social Justice Fair. The Street Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's signature)

10/11/17

(date)



School Site Council Membership Roster – High School

School Name: Street Academy

School Year: 2016-2017

Chairperson : Calvin Payne	Vice Chairperson: Ken Porter
Secretary: Nancy Hanna	LCAP Parent Advisory Nominee: Maria Nevarez
LCAP EL Parent Advisory Nominee: Hortencia Juarez	LCAP Student Nominee: Victor Merino

Place "X" in Appropriate Members Column

Member's Name	Members' Phone and Email (if not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Herbert Carbaugh			X			
Michael Hudson			X			
Marisol Nuno			X			
Christina McGhee			X			
Nancy Hanna				X		
Gina Hill		X				
Victor Merino						X
Cheyra Juarez						X
Ali Nevarez Valdez						X
Hortencia Juarez					X	
Calvin Payne					X	
Ken Porter					X	

Meeting Schedule (day/month/time)	2nd Tuesday of each month@ 4:30 pm
--------------------------------------	--

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom
Teachers
1-Other Staff
AND
3-Parent

Revised 8/22/2016