

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 313

School: Street Academy

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$111,347.00	\$0.00	\$111,347.00	Low-Performing Students Block Grant (LPSBG)	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$107,000.00	\$0.00	\$107,000.00	Measure G	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$0.00	\$0.00	\$0.00	Measure N	\$96,550.47	\$96,550.47	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$0.00	\$0.00	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$0.00	\$0.00	California Partnership Academy	\$0.00	\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Faculty Retreats: Hold beginning & mid-year Faculty retreat	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		313-1
		Mission and Vision: Individual teams develop brief vision/mission statement in support of pathway focus	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		313-2
		FERRT (in collaboration with Intern. Coordinator, SAF Board Committee), etc plan family engagement circles, work based learning and college aligned events - ie: Mock Interviews, Social Justice Exhibitions, and events to generate resources.	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		313-3
		ACT - Academic Counseling Team to lead CTM in training around transcript analysis, scheduling & use of AERIES	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		313-4
		ILT - Instructional Leadership Team to plan and facilitate teacher professional learning during Wednesday collaboration time	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		313-5

		SAT - Surveys & Assessments Team to be trained to implement all aspects of state, district and school testing and surveys. Facilitate data analysis session to inform decision making	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		313-6
		Teacher CTE certification costs	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		313-7
		Supporting Newcomers and English Language Learners: Identify language and literacy strategies and tailor instruction for Newcomers developing their language proficiency--in particular, academic and professional English.	Language & Literacy			Enter object code at left.		Enter position number at left.		313-8
		WBL Partnerships: Partner with organizations to provide students with individual & cohort work based learning internship experiences on Worker Owned Wednesdays	Language & Literacy			Enter object code at left.		Enter position number at left.		313-9
		Teacher PLCs: Imbed time in the school day for teacher prep, team collaboration and ILT led Professional Learning Communities	Language & Literacy			Enter object code at left.		Enter position number at left.		313-10
		Literacy PLCs: Teacher PLC designed to provide collaboration time and training to improve literacy instruction	Language & Literacy			Enter object code at left.		Enter position number at left.		313-11
		ELD PLCs: PLC designed to provide collaboration time and training to improve language acquisition	Language & Literacy			Enter object code at left.		Enter position number at left.		313-12

		"Get Informed Fridays" Continue schoolwide Get Informed Fridays literacy initiative to support with improving SRI scores, exposure to social justice concepts and developing student facilitation skills	Language & Literacy			Enter object code at left.		Enter position number at left.		313-13
		Supporting Newcomers and English Language Learners: Identify language and literacy strategies and tailor instruction for Newcomers developing their language proficiency--in particular, academic and professional English.	Rigorous Academics			Enter object code at left.		Enter position number at left.		313-14
		Rubric Alignment: Rubric PLC and Workshop for Department / Course	Rigorous Academics			Enter object code at left.		Enter position number at left.		313-15
		Certifications: Establish partnerships with organizations to fulfill student certifications	Rigorous Academics			Enter object code at left.		Enter position number at left.		313-16
		Consistent Lesson Expectations: Clearly communicated expectations and deliverables for every intersession	Rigorous Academics			Enter object code at left.		Enter position number at left.		313-17
		Counselor, Teacher Mentor (CTM): Street Academy Foundation funds Admin, CTM - Counselor Teacher Mentor, Instructor & other support staff to provide drop out/push out prevention services & college prep curriculum for Oakland Unified School District students	Rigorous Academics			Enter object code at left.		Enter position number at left.		313-18

		Expanded Learning: Street Academy Foundation partners with Bay Area Community Resources to provide extended day learning for all youth enrolled at OEZSA. Programs provide enrichment in arts, technology and social emotional and physical well being. Extended day model also supports targeted intervention and tutorial to 100% of student body	Rigorous Academics			Enter object code at left.		Enter position number at left.		313-19
		Graduate Capstone and GATE Students: Identify academically challenging research and writing opportunities for GATE students	Rigorous Academics			Enter object code at left.		Enter position number at left.		313-20
		Academic Proficiency: Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Rigorous Academics			Enter object code at left.		Enter position number at left.		313-21
		Summer Professional Development: Provide staff opportunities for summer professional development focused on Rigorous Academics and/or Career Technical Education.				Enter object code at left.		Enter position number at left.		313-22
		Career Bridge: Expand partnership with and services provided through Career Bridge.				Enter object code at left.		Enter position number at left.		313-23

		CPR Training: Identify and secure CPR training partners and opportunities for student CPR certification.				Enter object code at left.		Enter position number at left.		313-24
		Certifications: Research/identify/create certifications for CTE Program of Study (CPR Certification, Instructional Assistant Certification, etc.)				Enter object code at left.		Enter position number at left.		313-25
		Industry Partnerships: Create partnerships with local schools to build out our education pathway partnerships	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		313-26
		Career Bridge: Restructure metamorphosis to include Career Bridge w/ extended Winter Term internships at local schools	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		313-27
		Boombbox: Partner with Boombbox organization.	Work-Based Learning			Enter object code at left.		Enter position number at left.		313-28
		Soft Skills Training: Provide 4 week soft skills training for both fall and winter terms.	Work-Based Learning			Enter object code at left.		Enter position number at left.		313-29
		Quarterly CTM Circles: Hold CTM circles on reading transcripts and designing future plans designed by Academic Counseling Team	Work-Based Learning			Enter object code at left.		Enter position number at left.		313-30
		School Planners: Students purchase school planners at registration meetings	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		313-31
		CTM Circles: Quarterly CTM Circles on reading transcripts and designing future plans	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		313-32
		Intervention Classes: Time is allocated during Monday staff meetings to assign all students to intervention classes	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		313-33

		Supporting Students with Disabilities: Provide professional development and collaboration opportunities focused on providing accommodations to students with disabilities.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		313-34
		Supporting Homeless Students: Identify and provide wrap-around supports for students experiencing homelessness via the site C.A.R.E. Team	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		313-35
		Supporting Foster Care Youth: Identify and provide wrap-around supports foster care youth with case manager and via the site C.A.R.E. Team.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		313-36
		Student Focus Groups: Hold student focus groups for students to provide input on interventions, and all school RJ training	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		313-37
		RJ & Mindfulness Trainings: Work with community leaders and Culture Keepers to host whole school RJ & Mindfulness trainings	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		313-38
		Dual Enrollment: Establish dual enrollment classes at school site	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		313-39
		Soccer Without Borders: Partner w/ organizations such as Soccer Without Borders	Work-Based Learning			Enter object code at left.		Enter position number at left.		313-40
	Measure N	SAT Prep: Fund teacher to lead SAT School Day test preparation sessions during after school program	Work-Based Learning			Enter object code at left.		Enter position number at left.		313-41
\$1,000.00	Measure N	CPR certifications for 11th & 12th Grade students	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		313-42

\$1,000.00	Measure N	Internship Tracking System: ImBlaze electronic attendance taking application for students enrolled in internships	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		313-43
\$1,500.00	Measure N	Pathway Supplies: Supplies will be purchased to support the integration of the education pathway theme into core content classes.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		313-44
\$1,999.47	Measure N	Pathway Integration: Teachers create targeted lessons to build student expertise in computer skills, office & writing skills, education industry components. Teachers obtain CTE certifications	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		313-45
\$5,000.00	Measure N	Career Exploration Visits: Provide field trips to support the build out of education work-based learning experiences. Funds will be used for transportation, fees, etc)	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		313-46
\$7,051.00	Measure N	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.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		313-47

\$24,000.00	Measure N	Industry Certifications: Partner w/ organizations that provide students with political and community action certifications and teachers with externship experiences (CPR; Niroga; RJTI; Afterguard; BAY Peace; NFTE; Career Bridge, etc) for extended learning opportunities to increase amount and quality of instruction and Work-Based Learning experience.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		313-48
\$55,000.00	Measure N	Internship and College Readiness Coordinator: Fund Internships & College Readiness Coordinator position to implement all aspects of work based learning and college access programs (includes salary, payroll taxes, benefits) and organize annual events such as B 2 School Social Justice Fair; Mock interviews & End of Program Social Justice Exhibitions.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		313-49

Action Research	Oakland Emiliano Zapata Street Academy (OEZSA)
Pathway/s:	CTE Industry Pathway: Education, Child Development, and Family Services (Pathway Theme: Social Justice and Community Organizing)
Top 5 Measure N Funding Commitments	1) Internships & College Readiness Coordinator; 2) Internship partners for student certifications and teacher externships/training; 3) Summer Intervention 4) ImBlaze Attendance App 5) Field Trips/College Tours
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	How do we to get youth who have become disengaged with school to be more enthusiastic about school, their teachers, and to connect with the relevance of their learning experience so they earn necessary credit, graduate and have choices for a positive life after high school?
What did you discover in the past year? (Please use data to support.)	<ul style="list-style-type: none"> -Increased internship site visits by Coordinator mitigates conflict/issues -Use of ImBlaze digital platform requires collaboration between and Coordinator-CTM-student-family in order to see student credit accrual improve -Teacher Leaders create increased professionalism & capacity around quality instruction, academic counseling, recruitment/retention, etc. -Get Informed Friday (GIF) won't be successful as literacy strategy w/out targeted professional learning -Culture Keepers demonstrated their capacity for leadership in restorative/TLS trainings for adults & youth
What are you going to do differently or change moving forward?	<ul style="list-style-type: none"> -Support capacity of coordinator to consistently provide oversight at internship sites -Continue to utilize and support capacity of Teacher Leaders -Collaborate with Reading Partners for literacy intervention training for Lead Teacher; Implement literacy intervention in summer transition program; Teacher Leader to bring learned skills to ILT then to PLC -Continue developing student capacity of Culture Keepers in an effort to shift the responsibility of building positive school culture from teachers/adults to students -Support teachers to obtain CTE credential in Education, Child Development, and Family Services for our Education and Social Justice Pathway.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	<ul style="list-style-type: none"> -Improved student internship attendance and engagement -Improvements in student reading and writing -Decreased number of student suspensions -Increased attendance -Recognition by students and families that Street Academy is an Educator Academy

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Street Academy

School ID: 313

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.

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.

1B: 19-20 STRENGTHS & CHALLENGES

Instructions: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers
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Graduation Rate	Vast majority of seniors graduate. Senior cohort classes create a community of learners, students from all ethnic and racial backgrounds graduate at comparable rates	Student retention is difficult as we actively recruit students who are behind on credits. As a result, Juniors/Seniors who are behind transfer to other schools with lower graduation requirements; political action and community service hours have been difficult to track over time. We serve students in foster care and in group homes so students' time at our school is dependent on where the system places them.
On Track to Graduate (11th Grade)	Students who enroll in 9th grade are ahead of schedule on credit accrual. ACT committee completes graduation requirement sheets to be shared with students, families, and CTM.	Late transfer students (10th, 11th, 12th graders) are not always able to complete A-G requirements as a result of Ds and Fs on transcript. Because of our school size, we are only able to offer courses one-two times each year.
A-G Completion	All courses offered at school site qualify toward A-G requirements. Regular meetings happen with students and families to update them on their A-G completion/graduation progress.	Late transfer students are not always able to complete A-G requirements as a result of Ds and Fs on transcript. Because of our school size, we are only able to offer courses one-two times each year.
SBAC ELA	The percentage of students exceed/meeting/nearly meeting the SBAC ELA standards (approximately 30%) has not dropped significantly since prior years.	Because we actively recruit kids who have fallen behind in school it is expected that literacy rates will be below grade level thus resulting in not meeting SBAC ELA standards
SBAC Math	Math scores have shown little improvement since 2015-16 (approximately 90% are not meeting standard).	Teacher retention in Math and Science has been particularly challenging over the last few years at Street Academy.
AP Pass Rate/Dual Enrollment Pass Rate	Students in all grades participate in concurrent enrollment through the Peralta College system. The number of students participating this year is greater than last year.	CTMs encourage participation in concurrent enrollment as a viable means to balance the need for credit accrual and college readiness
Pathway Participation/CTE Enrollment*	100% of students are enrolled in an internship as participants in our Education (Social Justice & Community Organizing) Pathway.	Students express regularly they do not feel as if their internships are as important as their core classes especially students who are behind on credits
English Learner Progress	The majority of 12th graders are reclassified before they graduate.	Only 50% of ELs qualified for reclassification last year and we would like to see that increase
Suspension Rate	Street Academy averages about 8-12 out of school suspensions per year which includes suspension due to fights/violence.	Many of the students we recruit have not been successful their previous schools due to behavior concerns. Teachers experiencing challenging behaviors spend a lot of time with coaching and behavior intervention attempts.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	Maintain a graduation rate of above 60% and increase graduation rate by at least 2% each year.	All Students	+2pp	63.33%	65.33%	67.33%%	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
Dropout Rate	Maintain a dropout rate of 20% or below and decrease dropout by 3% each year.	All Students	-3pp	20.00%	17.00%	14.00%	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.

A-G Completion Rate	Increase percentage of graduating seniors with their A-G requirements fulfilled by at least 5% each year and have 50% of graduating seniors or more with their A-G requirements fulfilled by June 2021.	All Students	+3pp	33.33%	30.33%	27.33%	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
FAFSA Completion Rate	Increase percentage of students with completed FASFAs according to district growth targets.	All Students	+3pp	Coming soon	Coming soon	Coming soon	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
College Enrollment	Increase college enrollment rate by 2% each year.	Coming soon	Coming soon	Coming soon	Coming soon	Coming soon	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Grade 10 Pathway Participation	Enroll 100% of students in pathway annually while increasing internship attendance rates and number of students earning certifications each year.	All Students	+5pp	n/a	n/a	100.00%	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness		All Students	+5pp	39.87%	44.87%	coming soon!	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Suspensions	No more than 5 suspensions per year and zero incidents of violence	African-American Students	-2pp	0.00%	0.00%	5.00%	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Suspensions	No more than 5 suspensions per year and zero incidents of violence	Students with Disabilities	-2pp	0.00%	0.00%	0.00%	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Chronic Absence	Decrease chronic absences by 5% each year.	African-American Students	-2pp	NA	NA	NA	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the percentage of students "meeting the standard" on ELA SBAC by at least 5% each year and have 36.1% of students or more "meeting the standard" on ELA SBAC by June 2021.	All Students	+15 points DF3	-109.4	-89.4	#ERROR!	Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
ELA SBAC	Increase the percentage of students "meeting the standard" on ELA SBAC by at least 5% each year and have 36.1% of students or more "meeting the standard" on ELA SBAC by June 2021.	Students with Disabilities	+20 points DF3	n/a	n/a		Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.

ELA SBAC	Increase the percentage of students "meeting the standard" on ELA SBAC by at least 5% each year and have 36.1% of students or more "meeting the standard" on ELA SBAC by June 2021.	Low Income Students	+20 points DF3	-116.6	-96.6		Continue implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extracurricular activities.
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District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the percentage of students "meeting the standard" on Math SBAC by at 5% each year and have 20% of students or more "meeting the standard" on Math SBAC by June 2021.	All Students	+15 points DF3	-211.1	Coming soon		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.
Math SBAC	Increase the percentage of students "meeting the standard" on Math SBAC by at 5% each year and have 20% of students or more "meeting the standard" on Math SBAC by June 2021.	Students with Disabilities	+20 points DF3	n/a	n/a		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.
Math SBAC	Increase the percentage of students "meeting the standard" on Math SBAC by at 5% each year and have 20% of students or more "meeting the standard" on Math SBAC by June 2021.	Low Income Students	+20 points DF3	-213.8	-193.8		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.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Increase percentage of English Language Learners (ELLs) that are reclassified by 10% each year and have 42.5% of ELLs or more reclassified by June 2021	English Learners	16%	25.00%	16.00%		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.
LTEL Reclassification	Increase percentage of English Language Learners (ELLs) that are reclassified by 10% each year and have 42.5% of ELLs or more reclassified by June 2021	Long-Term English Learners	25%	30.77%	25.00%		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.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Increase the percentage of students reading close to, at, or above grade-level by 5% each year.	All Students	+5pp	30.71%	35.71%		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.

SRI Multiple Years Below Grade Level	Increase the percentage of students reading close to, at, or above grade-level by 5% each year.	All Students	-5pp	44.44%	39.44%		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.
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School:	Street Academy	School ID:	313
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2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	As a site we have begun to collectively see the pathway as the central strategy for school improvement. This is evidenced by silver certification; processing our first CTE instructor; Participation in PD to enhance senior capstone project; More teacher created standards aligned rubrics;	Continue to develop common understanding of pathway goals among all stakeholders and industry partners. Clearly define and how each teacher's, staff member's, etc role in relation to pathway success. There is still inconsistent follow through on established pathway protocols
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	2: Somewhat	We are completing year 1 with clearly identified and CTE aligned Education Pathway as evidenced by Silver Certification	Continue to develop schoolwide understanding of CTE Education Pathway standards; course sequence and vertical articulation of skills
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	ILT led professional development, WASC accreditation and Silver Certification processes. These processes have led robust analysis of core program, setting goals for improvement around pathway alignment with daily instruction and stakeholder engagement	Obtain a facilitator to deepen alignment of teacher created content area rubrics aligned with NGSS/CCSS and industry pathway standards.
School Leadership & Vision Goal for 2019-20:	If we utilize our ILT, Internships & College Readiness Coordinator to facilitate professional learning around our Education Pathway, then we will see daily instruction become more aligned with our pathway and social justice foci.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	2: Somewhat	Currently we've established teams with solid leadership to accomplish buckets of necessary work.	Teams, particularly new hires, need opportunity to be acclimated to pathway plan, vision, standards, etc to focus team work toward pathway development. This can be included as part of beginning of the year, mid-year retreats and weekly professional learning
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	2: Somewhat	Currently we've established teams to accomplish buckets of necessary work but they are new and fledgling	Teams, particularly new hires, need opportunity to be acclimated to pathway plan, vision, standards, etc to focus team work toward pathway development. This can be included as part of beginning of the year, mid-year retreats and weekly professional learning
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e. g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	2: Somewhat	Teachers and staff are highly active in decision-making, parents/families, students and community members have experienced more access to decision making with the development of CTM Parent Role and CTM Student Representatives	Utilize Family Engagement, Recruitment & Retention Team to develop more consistent ways of collecting family opinions to inform decision making & resource development

Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	As a result of our Worker Owned Wednesdays model and master schedule, teachers and teams are able to collaborate and teachers have shared prep time. Teachers receive stipends for work in various leadership teams; Living School Yard grant will support cohort internship goals and facilities upgrades	Continue to develop resources to support development and expansion of internships programs including a college center
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	100% of students have access to A-G; 100% of students have access to Pathway internships; 100% of students have access to personalized supports	Continue to develop teacher/staff leaders and resources to support development and expansion of internships programs including a college center
Systems & Structures Goal for 2019-20:		Use all teams (ILT, FERRT, CTM Reps & CTM Parents, etc) to collect input from various stakeholders to improve family engagement, increase community voice, and encourage resource development	

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
Faculty Retreats: Hold beginning & mid-year Faculty retreat				Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions		
Mission and Vision: Individual teams develop brief vision/mission statement in support of pathway focus				Enter object code at left.		Enter position number at left.		Career Technical Education	Schoolwide Enabling Conditions		
FERRT (in collaboration with Intern. Coordinator, SAF Board Committee), etc plan family engagement circles, work based learning and college aligned events - ie: Mock Interviews, Social Justice Exhibitions, and events to generate resources.				Enter object code at left.		Enter position number at left.		Work-Based Learning	Schoolwide Enabling Conditions		
ACT - Academic Counseling Team to lead CTM in training around transcript analysis, scheduling & use of AERIES				Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions		
ILT - Instructional Leadership Team to plan and facilitate teacher professional learning during Wednesday collaboration time				Enter object code at left.		Enter position number at left.		Rigorous Academics	Schoolwide Enabling Conditions		
SAT - Surveys & Assessments Team to be trained to implement all aspects of state, district and school testing and surveys. Facilitate data analysis session to inform decision making				Enter object code at left.		Enter position number at left.		Rigorous Academics	Schoolwide Enabling Conditions		
Teacher CTE certification costs				Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
CPR certifications for 11th & 12th Grade students	Measure N	\$1,000.00		Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		

LANGUAGE & LITERACY School: Street Academy [Link to 18-19 SPSA](#)

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve language and literacy outcomes for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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	Partially Implemented	Effective	Increase in teacher capacity and knowledge around teaching their core content.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the percentage of students "meeting the standard" on ELA SBAC by at least 5% each year and have 36.1% of students or more "meeting the standard" on ELA SBAC by June 2021.	All Students	-109.4	-89.4	#ERROR!	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.
ELA SBAC	Increase the percentage of students "meeting the standard" on ELA SBAC by at 5% each year and have 36.1% of students or more "meeting the standard" on ELA SBAC by June 2021.	Students with Disabilities	n/a	n/a		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.
ELA SBAC	Increase the percentage of students "meeting the standard" on ELA SBAC by at 5% each year and have 36.1% of students or more "meeting the standard" on ELA SBAC by June 2021.	Low Income Students	-116.6	-96.6		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.
SRI Growth of One Year or More	Increase the percentage of students reading close to, at, or above grade-level by 5% each year.	All Students	30.71%	35.71%		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.
SRI Multiple Years Below Grade Level	Increase the percentage of students reading close to, at, or above grade-level by 5% each year.	All Students	44.44%	39.44%		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.
ELL Reclassification	Increase percentage of English Language Learners (ELLs) that are reclassified by 10% each year and have 42.5% of ELLs or more reclassified by June 2021	English Learners	25.00%	16.00%		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.
LTEL Reclassification	Increase percentage of English Language Learners (ELLs) that are reclassified by 10% each year and have 42.5% of ELLs or more reclassified by June 2021					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.

THEORY OF ACTION

Theory of Action	If we host summer professional developments focused on vertical articulation and rubrics, extend partnership with Career Bridge, and work with OUSD to train two CTE teachers, then students will produce higher quality capstone projects, have more purpose in the IWE role, and achieve full credit in core classes.
How are you supporting English Language Learners?	Ongoing PLCs will focus on collaborative development of literacy strategies to be used across content areas so English Language Learners gain multiple access points to curriculum.
How are you building conditions for student and adult learning?	With implementation of Worker Owned Wednesdays, all students are engaged in individual and cohort internships each Wednesday. This creates imbedded time in the school day for teacher planning, team collaboration, ILT led Professional Learning Communities focused on creating social justice infused curriculum to engage students in learning that feels relevant and accessible.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Supporting Newcomers and English Language Learners: Identify language and literacy strategies and tailor instruction for Newcomers developing their language proficiency--in particular, academic and professional English.				Enter object code at left.		Enter position number at left.			Language & Literacy	
WBL Partnerships: Partner with organizations to provide students with individual & cohort work based learning internship experiences on Worker Owned Wednesdays				Enter object code at left.		Enter position number at left.			Language & Literacy	
Teacher PLCs: Imbed time in the school day for teacher prep, team collaboration and ILT led Professional Learning Communities				Enter object code at left.		Enter position number at left.			Language & Literacy	
Literacy PLCs: Teacher PLC designed to provide collaboration time and training to improve literacy instruction				Enter object code at left.		Enter position number at left.			Language & Literacy	
ELD PLCs: PLC designed to provide collaboration time and training to improve language acquisition				Enter object code at left.		Enter position number at left.			Language & Literacy	
"Get Informed Fridays" Continue schoolwide Get Informed Fridays literacy initiative to support with improving SRI scores, exposure to social justice concepts and developing student facilitation skills				Enter object code at left.		Enter position number at left.			Language & Literacy	

RIGOROUS ACADEMICS & CTE School: **Street Academy** [Link to 18-19 SPSA](#)

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	3	2+	2	Street Academy has always prioritized social justice focused curriculum. Until this year our pathway focus has been Social Justice & Community Organizing. This year we moved to align with Education as our CTE Pathway
Integrated Core	2	2	3	Integration of core courses happens mostly via English & History Courses. Also there is direct alignment with English 4 Senior Action Research Project and individual internships. Integration among other content areas is developing.
Cohort Scheduling	2	2+	2-	We are able to place most students in grade level appropriate cohorts. Due to our small size and our mission of recruiting students who are behind, cohort scheduling is challenged when student priority is credit recovery
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2+	3-	2	Did not continue peer-to-peer observations between buddy teachers in departments to eliminate isolation and increase critical dialogue around focus standards
Collaborative Learning	2	3	2+	Establishment of teams to handle buckets of work has increased opportunities for meaningful teacher collaboration and professional learning. Seek opportunities for teacher professional learning around differentiation and acceleration
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	3-	3	2	Due to the extensive amount of time required to complete the WASC self study and visit, the majority of our observation and PLC time was committed to WASC actions.
Collaboration Time	3-	3	3	Our committee structure allows for some distribution of leadership and responsibility. The group focused on our pathway is made up of the principal, 2 core subject teachers, and the Internship and College Readiness coordinator. A goal to increase this score is to spend a greater percentage of collaboration time with a focus on pathway specific academics.
Professional Learning	3	3	3	This year in particular has seen an increase in teacher participation in professional development. Our science teacher continued subject specific opportunities, the capstone teacher participated in a district capstone opportunity, and a team of three teachers will participate in the PBL and Graduate PDs happening this summer.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Conducted a thorough schoolwide reflection and analysis as part of our WASC self study this year.	Fully Implemented	Effective	Tentative 6-year accreditation.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the percentage of students "meeting the standard" on Math SBAC by at 5% each year and have 20% of students or more "meeting the standard" on Math SBAC by June 2021.	All Students	-211.1	Coming soon		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.
Math SBAC	Increase the percentage of students "meeting the standard" on Math SBAC by at 5% each year and have 20% of students or more "meeting the standard" on Math SBAC by June 2021.	Students with Disabilities	n/a	n/a		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.
Math SBAC	Increase the percentage of students "meeting the standard" on Math SBAC by at 5% each year and have 20% of students or more "meeting the standard" on Math SBAC by June 2021.	Low Income Students	-213.8	-193.8		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.
Standards Based Instruction/ Project-Based Learning	All teachers use the same standardized rubrics related to their content area for all Summative Assessments.	All Students	100% of teacher gradebooks have a standards based rubric aligned to 4.0 grading scale	100% of assignments have a standards based rubric aligned to 4.0 grading scale	100% of summative assignments have a standards based rubric aligned to 4.0 grading scale.	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.
Career Technical Education Sequence	1) Develop certifications in the following categories: a) Political & Community Action Certification b) RJ/TLS Certification 2) Provide students CPR certification opportunities 3) Develop a structured teaching assistant IWE for students	All Students	10% students currently participate in RJ/TLS training without certification	30% of students to obtain certifications by 12th grade year	100% of students have a certification in at least one area during their HS experience	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Graduate Capstone/ Culminating Experience	Alignment with and vertical articulation of teacher standards based rubrics with Graduate Capstone project rubric	All Students	30% of teachers using standards based rubrics	50% of teachers using standards based rubrics	All major essays in english classes are graded using capstone rubrics.	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.

Course Passage Rates	All teachers will use a more equitable grading rubric which will result in more students receiving full credit in core classes.	All Students	70% of student population to earn full credit in core classes	80% of student population to earn full credit in core classes	85% of student population to earn full credit in core classes	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.
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THEORY OF ACTION	
Theory of Action	If we host summer professional developments focused on vertical articulation and rubrics, extend partnership with Career Bridge, and work with OUSD to train two CTE teachers, then students will produce higher quality capstone projects, have more purpose in the IWE role, and achieve full credit in core classes.
How are you supporting English Language Learners?	Class rubrics will be broken down so English Language Learners have a clear understanding of how to succeed in their classes. Making sure ELL students are paired with one another so they can master subjects in English as well as their native language
How are you building conditions for students and adult learning?	The opportunity to acquire a certification will promote greater student motivation. Rubric based grading facilitates student content knowledge growth and explicit understanding of learning goals. Staff hosted PLCs will increase staff confidence in rubric based grading and vertical articulation.

STRATEGIC ACTIONS										
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Supporting Newcomers and English Language Learners: Identify language and literacy strategies and tailor instruction for Newcomers developing their language proficiency--in particular, academic and professional English.				Enter object code at left.		Enter position number at left.			Rigorous Academics	
Rubric Alignment: Rubric PLC and Workshop for Department / Course				Enter object code at left.		Enter position number at left.			Rigorous Academics	
Certifications: Establish partnerships with organizations to fulfill student certifications				Enter object code at left.		Enter position number at left.			Rigorous Academics	
Consistent Lesson Expectations: Clearly communicated expectations and deliverables for every intersession				Enter object code at left.		Enter position number at left.			Rigorous Academics	
Counselor, Teacher Mentor (CTM): Street Academy Foundation funds Admin, CTM - Counselor Teacher Mentor, Instructor & other support staff to provide drop out/push out prevention services & college prep curriculum for Oakland Unified School District students				Enter object code at left.		Enter position number at left.			Rigorous Academics	

Expanded Learning: Street Academy Foundation partners with Bay Area Community Resources to provide extended day learning for all youth enrolled at OEZSA. Programs provide enrichment in arts, technology and social emotional and physical well being. Extended day model also supports targeted intervention and tutorial to 100% of student body				Enter object code at left.		Enter position number at left.			Rigorous Academics	
Graduate Capstone and GATE Students: Identify academically challenging research and writing opportunities for GATE students				Enter object code at left.		Enter position number at left.			Rigorous Academics	
Academic Proficiency: Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially African-American students, Latino-American students, economically disadvantaged students, ELLs, students with disabilities, foster youth, GATE students, and homeless youth				Enter object code at left.		Enter position number at left.			Rigorous Academics	
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.	Measure N	\$7,051.00		Enter object code at left.		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Summer Professional Development: Provide staff opportunities for summer professional development focused on Rigorous Academics and/or Career Technical Education.				Enter object code at left.		Enter position number at left.				
Career Bridge: Expand partnership with and services provided through Career Bridge.				Enter object code at left.		Enter position number at left.				
CPR Training: Identify and secure CPR training partners and opportunities for student CPR certification.				Enter object code at left.		Enter position number at left.				
Certifications: Research/identify/create certifications for CTE Program of Study (CPR Certification, Instructional Assistant Certification, etc.)				Enter object code at left.		Enter position number at left.				

WORK-BASED LEARNING School: **Street Academy** [Link to 18-19 SPSA](#)

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	3	3	2+	Students want more experiences related to their interests
Pathway Outcomes	2	2+	2+	Held our 2nd End of Program Social Justice Exhibitions. That said, students require more opportunities throughout the year to prepare for exhibitions and reflect on their learning experience.
Pathway Evaluation	2	2	3-	Our pathway team include Instructional Leadership Team teachers, After School Program Coordinator, and community providers. We have yet to formalize our evaluation process

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Expansion of Work Based Learning (WBL) Program - Provide WBL experiences for all students 9th, 10th, 11th, and 12th specifically in the education sector.	Fully Implemented	Effective	All students are participating in an internship on Worker Owned Wednesday.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Career Awareness	100% of all students complete aptitude testing and analyze strengths / areas of growth, and select WBL opportunities that lead to certifications within career of interest; partner with Career Bridge to have year round soft skill workshops for newly enrolled students; create partnership with Boombox organization to support increased opportunities for student access to career exploration. Boombox connects students with professionals in whatever careers they want to explore.	All Students	NA	NA	100% of new students enrolled in soft skill building workshops w/ 75% of enrollees to demonstrate content mastery; 60% of students will increase the amount of career exploration activities they engage in.	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Career Exploration	Prepare students through workshops and course lessons focusing on business, workplace etiquette, computer skills, resume building, office & writing skills. Students reflect on feedback from Internship coordinators with CTM.	All Students	NA	NA	60% of students choose an internship aligned with aptitude results	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Career Preparation	Prepare students through workshops and course lessons focusing on business, workplace etiquette, computer skills, resume building, office & writing skills. Students reflect on feedback from Internship coordinators with CTM.	All Students	NA	NA	50% of students receive internship assessment	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.

THEORY OF ACTION	
Theory of Action	If students utilize results from the student aptitude tests, and Boombox supports expansion of career exploration opportunities, then students will create more intentional post secondary plans.
How are you supporting English Language Learners?	Continue to create and increase partnerships with organizations such as Soccer Without Borders who support English language learners through inclusion & personalized support.
How are you building conditions for students and adult learning?	Staff will participate in externships to create alignment between pathway internships and academic content areas to increase relevance and deepen student and adult learning experiences.

STRATEGIC ACTIONS										
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal

Pathway Integration: Teachers create targeted lessons to build student expertise in computer skills, office & writing skills, education industry components. Teachers obtain CTE certifications	Measure N	\$1,999.47		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Industry Partnerships: Create partnerships with local schools to build out our education pathway partnerships				Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Career Bridge: Restructure metamorphosis to include Career Bridge w/ extended Winter Term internships at local schools				Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

Industry Certifications: Partner w/ organizations that provide students with political and community action certifications and teachers with externship experiences (CPR; Niroga; RJTI; Afterguard; BAY Peace; NFTE; Career Bridge, etc) for extended learning opportunities to increase amount and quality of instruction and Work-Based Learning experience.	Measure N	\$24,000.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Internship and College Readiness Coordinator: Fund Internships & College Readiness Coordinator position to implement all aspects of work based learning and college access programs (includes salary, payroll taxes, benefits) and organize annual events such as B 2 School Social Justice Fair; Mock interviews & End of Program Social Justice Exhibitions.	Measure N	\$55,000.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Career Exploration Visits: Provide field trips to support the build out of education work-based learning experiences. Funds will be used for transportation, fees, etc)	Measure N	\$5,000.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Pathway Supplies: Supplies will be purchased to support the integration of the education pathway theme into core content classes.	Measure N	\$1,500.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

Internship Tracking System: ImBlaze electronic attendance taking application for students enrolled in internships	Measure N	\$1,000.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
SAT Prep: Fund teacher to lead SAT School Day test preparation sessions during after school program	Measure N			Enter object code at left.		Enter position number at left.			Work-Based Learning	
Boombox: Partner with Boombox organization.				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Soft Skills Training: Provide 4 week soft skills training for both fall and winter terms.				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Quarterly CTM Circles: Hold CTM circles on reading transcripts and designing future plans designed by Academic Counseling Team				Enter object code at left.		Enter position number at left.			Work-Based Learning	

COMPREHENSIVE STUDENT SUPPORTS		School: Street Academy		Link to 18-19 SPSA
COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT				
COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	2+	3-	3-	C.A.R.E. Team coordinates student services, access to resources and accountability; CTM function as advisory leaders developing deep relationships with youth & families through Friday Community Building Circles and family communication; Seneca therapist full time on site + outside therapy services; after school enrichment programs like visual arts, yoga and competitive sports teams. Limited funding and teacher turnover makes sustainability difficult
College & Career Plan	3	3	3	We will maintain our Internships & College Readiness Coordinator for a 4th year. Coordinator has a more balanced focus between internships implementation and college access focus; Continued partnership in coming year will enhance career planning focus; Student participation in concurrent enrollment participation has increased; Students participated in HBCU tour and other college tours this year

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION			
<i>What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?</i>			
IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.			
Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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	Partially Implemented	Somewhat Effective	Friday circles focus on student wellness via DM (Dynamic Mindfulness) and community building. Introductory PLC on how to structure afternoon CTM period in collaboration with student Culture Keepers increases engagement and participation. CTM, and RJ circles. Trauma informed care training led by Seneca therapist for all staff.

IMPLEMENTATION GOALS						
<i>Identify three 2018-19 implementation goals related to Comprehensive Student Supports.</i>						
Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

Conditions for Student Learning (School Climate and Culture)	-Students lead CTM family meetings by reflecting on their progress and discussing plan for high school graduation. -CTM are able to track concurrent enrollment and passage rates. -Trained student Culture Keepers co-facilitate talking circles and in class TLS to address student body SEL development	Low-Performing Students	NA	NA	50% of students will lead CTM family meetings	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
College Access	Transcript Literacy / Post HS plans. 100% of students can read and understand their transcript and develop their graduation plans.	All Students	NA	NA	All students that take COUN 24 pass the course	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Differentiated Interventions	C.A.R.E. Team collaboration with CTM to provide targeted intervention based on 2 Week progress reports, etc. Targeted bi-monthly intervention based on 2 Week progress reports, restorative intervention referrals and contracts.	Low-Performing Students	NA	NA	Increase in student support of restorative justice and use of restorative language	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.

THEORY OF ACTION	
Theory of Action	If students lead CTM meetings, take preparatory community college classes, and participate in authentic restorative justice, then they will have greater understanding of their high school graduation requirements, higher passage rates in concurrent enrollment classes, and increase students' time in the classroom.
How are you supporting English Language Learners?	English Learners are supported by being assigned to targeted intervention periods to increase opportunities for small group & one-on-one tutorial, literacy and math interventions through our afternoon program.
How are you building conditions for students and adult learning?	If adults are provided with time to reflect on data provided as a result of the 2 week accountability cycle, then adults more deeply understand what students are not learning, can inform families consistently, and provide necessary interventions to accelerate student learning

STRATEGIC ACTIONS										
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
School Planners: Students purchase school planners at registration meetings				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
CTM Circles: Quarterly CTM Circles on reading transcripts and designing future plans				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Intervention Classes: Time is allocated during Monday staff meetings to assign all students to intervention classes				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	

Supporting Students with Disabilities: Provide professional development and collaboration opportunities focused on providing accommodations to students with disabilities.				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Supporting Homeless Students: Identify and provide wrap-around supports for students experiencing homelessness via the site C.A.R.E. Team				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Supporting Foster Care Youth: Identify and provide wrap-around supports foster care youth with case manager and via the site C.A.R.E. Team.				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Student Focus Groups: Hold student focus groups for students to provide input on interventions, and all school RJ training				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
RJ & Mindfulness Trainings: Work with community leaders and Culture Keepers to host whole school RJ & Mindfulness trainings				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Dual Enrollment: Establish dual enrollment classes at school site				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Soccer Without Borders: Partner w/ organizations such as Soccer Without Borders				Enter object code at left.		Enter position number at left.			Work-Based Learning	