

<b>Action Research</b>	<b>Street Academy</b>
<b>School:</b>	Oakland Emiliano Zapata Street Academy (OEZSA)
<b>Pathway/s:</b>	<b>Social Justice and Community Organizing Pathway</b> (Aligned CTE Industry: Education, Child Development, and Family Services, Aligned CTE Pathway: Education)
<b>Outcome Data</b>	<a href="#">Street Academy Data Slides</a>
<b>Top 5 Measure N Funding Commitments</b>	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
<b>What inquiry question is driving your research to develop a quality Linked Learning pathway/school?</b>	How do we 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?
<b>What did you discover in the past year? (Please use data to support.)</b>	Development of teacher leaders is key to schoolwide success - Teachers experienced increased satisfaction with ILT led PLC meetings; FERRT in collaboration with OUSD student assignment office & Raechal Perez recruited more 9th & 10th graders; We have retained 100% of 9th graders recruited. Peer-to-peer critical friends conversations and observations has led to more self accountability; increased school wide focus on improving teaching & learning cannot happen without our Internships & College Readiness Coordinator's fierce implementation of Worker Owned Wednesdays
<b>What are you going to do differently or change moving forward?</b>	Moving forward we will: - teachers and partners will collaborate on teaching soft skills for increased student success in workplace internships. - teachers and support staff will collaborate through restorative talking circles to teach students organization & time management skills, Dynamic Mindfulness, and constructive dialogue for problem solving - continue to develop teacher leaders to facilitate cycles of inquiry around teaching and student learning - get teachers off campus via externships to increase teacher creativity and student engagement; get students off campus and exposed to college via frequent campus tours so kids see why high school is relevant; refine how we use GIF as a tool for literacy instruction also standards aligned rubric
<b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b>	If we are able to consistently implement the above, then: - through PLC , teachers will develop rubrics aimed to improve standards alignment, vertical articulation and student access to rigorous social justice curriculum in all content areas. This will enhance students' educational experience; students will feel more well prepared and aware of choices after high school; high school will feel more relevant to youth; more students will engage in the learning experience versus being caught up in th culture of completion

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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### 1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

*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.

## **Family & Student Engagement**

## **SCHOOL DATA SLIDES**

[Street Academy Data Slides](#)

## **1B: 18-19 NEEDS ASSESSMENT**

**STRENGTHS & CHALLENGES**

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

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- 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."*

<b>Instructions:</b>	<p><b>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</b></p> <ul style="list-style-type: none"> <li>• 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?</li> </ul> <p><b>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</b></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	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.	Continue efforts to meaningfully collaborate with OUSD assignment office, middle & high school counselors to recruit and retain 9th & 10th graders; partner with organizations to provide political and community action certifications.
<b>On Track to Graduate (11th Grade)</b>	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 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.	Target students in summer of their senior year for small credit recovery cohort to complete APEX &/or Independent Study; Provide summer transition program for rising 9th & 10th graders focused on math and literacy acceleration
<b>A-G Completion</b>	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 onc-two times each year.	Target students in summer of their senior year for small credit recovery cohort to complete APEX &/or Independent Study; Provide summer transition program for rising 9th & 10th graders focused on math and literacy acceleration
<b>SBAC ELA</b>	The percentage of students meeting the SBAC ELA standards has increased slightly since 2014/15	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	Develop NGSS/CCSS aligned rubrics in all content areas; Use PLC time to develop vertical articulation between all courses

<b>SBAC Math</b>		Because we actively recruit kids who have fallen behind in school it is expected that math skills are below grade level and thus students are not meeting SBAC Math standards	Develop NGSS/CCSS aligned rubrics in all content areas; Use PLC time to develop vertical articulation between all courses
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	N/A	N/A	Because we do not offer AP/Dual enrollment courses, we encourage students to take concurrent enrollment through Peralta Colleges
<b>Pathway Participation/CTE Enrollment*</b>	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	Student's regular participation in transcript analysis circles will enhance understanding of the importance of earning elective credits; support in tracking political and community action credits
<b>English Learner Progress</b>			
<b>Suspension Rate</b>	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.	Better utilize student Culture Keepers to lead community and relationship building circles to prevent behavior challenges from occurring frequently in the classrooms; provide consistent coaching & training for adults in TLS/DM and Restorative Justice

### 1C: STUDENT PERFORMANCE GOALS & TARGETS

	<b>June 2021 Goal</b>	<b>Related LCAP Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Graduation Rate</b>	Increase graduation rate by at least 2% each year and have a 37% graduation rate or higher by June 2021.	Goal 5: Students are engaged in school everyday	All Students	NA	31.0%	33.0%	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.
<b>On Track to Graduate (11th Grade)</b>	Increase percentage of 11th graders on track to graduate by at least 15% each year and have 50% of 11th graders or more on track to graduate by June 2021.	Goal 1: Graduates are college and career ready	All Students	6.2%	21.2%	36.2%	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.
<b>A-G Completion</b>	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.	Goal 1: Graduates are college and career ready	All Students	38.5%	43.5%	48.5%	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.
<b>SBAC ELA</b>	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.	Goal 2: Students are proficient in state academic standards	All Students	16.1%	21.1%	26.1%	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.
<b>SBAC Math</b>	Increase the percentage of students "meeting the standard" on Math SBAC by at 5% each year and have 20% of studenta or more 'meeting the standard' on Math SBAC by June 2021.	Goal 2: Students are proficient in state academic standards	All Students	0.0%	5.0%	10.0%	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.
<b>AP Pass Rate</b>	NA	NA	NA	NA	NA	NA	NA
<b>Dual Enrollment Pass Rate</b>	30% of student body will be enrolled in concurrent enrollment by June 2021.	Goal 1: Graduates are college and career ready	All Students	data not available	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.

<b>Pathway Participation/ CTE Enrollment*</b>	100% of students enrolled in pathway every year and increase the amount of student earning certificates each year.	Goal 1: Graduates are college and career ready	All Students	100%	100%	100%	Strengthen enrichment programs which may involve partnerships with other alternative schools and/or community partners. A focus on health and wellness would be of particular assistance.
<b>English Learner Progress</b>	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	Goal 4: English learners are reaching English fluency	English Learners	9.5%	19.5%	22.5%	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.
<b>Suspension Rate</b>	No more than 5 suspensions per year and zero incidents of violence	Goal 5: Students are engaged in school everyday	All Students	data not available	coming soon	coming soon	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.

**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<p><b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a></p>	<p><b>KEY:</b> 1: Not at all      3: Mostly 2: Somewhat      4: Completely</p>
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p><b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate &amp; communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	2: Somewhat	As a site we do not collectively see the pathway as the central strategy for school improvement. This is evidenced by inconsistent follow through on established pathway protocols	Develop common understanding of pathway goals and how each teacher's, staff member's, etc role is defined in relation to pathway success.
<p>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?</p>	2: Somewhat	We have recently narrowed the focus of our pathway to align with CTE industry	Unpack and develop schoolwide understanding of CTE education pathway standards
<p><b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?</p>	3: Mostly	Development of ILT and implementation of ILT led professional learning has created opportunity for robust analysis of core program and setting goals for improvement around pathway alignment with daily instruction	Create content area rubrics aligned with NGSS/CCSS and industry pathway standards
<b>School Leadership &amp; Vision Goal for 2018-19:</b>	If we utilize our ILT, Internships & College Readiness Coordinator & SAF Board 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
<p><b>Staffing Structure Aligned to Purpose:</b> 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?</p>	2: Somewhat	Currently we've established teams to accomplish buckets of necessary work but they are new and fledgling	Teams, particularly new hires who step into team leader positions, 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 and mid-year retreats
<p><b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture &amp; 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?</p>	2: Somewhat	Currently we've established teams to accomplish buckets of necessary work but they are new and fledgling	Teams, particularly new hires who step into team leader positions, 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 and mid-year retreats
<p><b>Decision-Making Structure:</b> 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?</p>	2: Somewhat	Teachers and staff are highly active in decision-making, however parent and community stakeholders need an avenue to express voice	Utilize Family Engagement, Recruitment & Retention Team to develop more consistent ways of collecting family opinions to inform decision making & resource development

<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> 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)?</p>	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. CTM receive stipends for advisory/case management style work extending beyond work hours. CTM is essential student support for accomplishing our school's vision of drop/push out prevention.	Facilities upgrades are required to support expansion of our pathway and creation of college center
<p><b>Equity Stance:</b> 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)?</p>	3: Mostly	100% of students have access to A-G; 100% of students have access to pathway; 100% of students have access to personalized supports	Establish a committee of the SAF Board to encourage resource development
<p><b>Systems &amp; Structures Goal for 2018-19:</b> Use all teams (FERRT, SAF Board, etc) to collect input from various stakeholders to improve family engagement, increase community voice, and encourage resource development</p>			

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Beginning & Mid year All Faculty retreat	All Pathways	All Students	LCFF Supplemental				Building the Conditions	A2.4 Teacher Recruitment & Retention
Individual teams develop brief vision/mission statement in support of pathway focus	Departmental Team	All Students					Work-Based Learning	A1.1 Pathway Programs
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.	Whole School	All Students	Measure N				Work-Based Learning	A2.9 Targeted School Improvement Support
ACT - Academic Counseling Team to lead CTM in training around transcript analysis, scheduling & use of AERIES	Departmental Team	All Students	LCFF Supplemental				Comprehensive Student Supports	A1.3 A-G Completion
ILT - Instructional Leadership Team to plan and facilitate teacher professional learning during Wednesday collaboration time	Grade Level Team	All Students	LCFF Supplemental				Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS



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	Whole School	All Students	LCFF Supplemental				Building the Conditions	A2.8 Data & Assessment
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**What strategic actions are you taking to improve language and literacy outcomes for students this year?**

Summary of 17-18 Strategic Actions	Fully Implemented?	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	PLCs are ongoing, focused on relevant Theories of Action for teachers, Peer observations and follow up, Explicit focus on literacy throughout the year

**IMPLEMENTATION GOALS**

**Identify two 2018-19 implementation goals related to Language & Literacy.**

Goal Area	Goal	Target Student Group	2016-17 Baseline (MidYear)	2017-18 Target (MidYear)	2018-19 Target (MidYear)	Related WASC Goal
Reading Level	Increase the percentage of students reading close to, at, or above grade-level by 5% each year.	Low-Performing Students	39.6%	44.6%	44.9%	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.
Common Core	Increase the percentage of teachers using standards based rubrics in all classes / all assignments.	All Students	0%	50%	100%	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**

<b>Theory of Action</b>	If we host PLCS to workshop department/course rubrics; establish partnerships with organizations, and clearly communicate expectations and deliverables for every intersession, then we will have 100% rubric integration in every class, student certification in our three target areas, and at least a 50% passage rate for students invited to intersession for one course.					
<b>How are you supporting English Language Learners?</b>	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.					
<b>How are you building conditions for students and adult learning?</b>	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.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>		<b>Department Teams</b>	
	Street Academy Foundation Board	ILT - Instructional Leadership Team	ILT members + Internship and College Readiness Coordinator + After School Program Coordinator		Humanities, Science + Math	

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Partner with organizations to provide students with individual & cohort work based learning internship experiences on Worker Owned Wednesdays	All Students					Work-Based Learning	A1.1 Pathway Programs
Imbed time in the school day for teacher prep, team collaboration and ILT led Professional Learning Communities	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Teacher PLC designed to provide collaboration time and training to improve literacy instruction	Low-Performing Students					Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Teacher PLC designed to provide collaboration time and training to improve language acquisition	English Learners					Comprehensive Student Supports	A4.1 English Learner Reclassification
Continue schoolwide Get Informed Fridays literacy initiative to support with improving SRI scores, exposure to social justice concepts and developing student facilitation skills	All Students					Building the Conditions	A3.2 Reading Intervention

## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	3	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	1	2	2	Integration of core courses happens mostly via World History and GIOakland international travel cohort internship. 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	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	2+	3-	PLC peer-to-peer observations between buddy teachers in departments has eliminated transparency and isolation and increased critical dialogue around focus standards
Collaborative Learning	1	2	3	Establishment of teams to handle buckets of work has increased opportunities for meaning ful teacher collaboration; continued participation in OUSD Alternative Education Collaborative profesional learning expands our resources to include collaboartion opportunities with other schools
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	3-	3	PLC peer-to-peer observations between buddy teachers in departments has eliminated transparency and isolation and increased critical dialogue around focus standards; we can always do more
Collaboration Time	2	3-	3	ILT led PLC creates consistency and more relevant work time as reported by teacher participants
Professional Learning	1	3	3	This is the first year of implementation of ILT led PLC so it wasn't until mid-year that we got into a routine of planning and facilitation. Demands of being new teachers enrolled in credential programs interrupts team work as credentialing is priority

### SUMMARY OF 17-18 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?*

Summary of 17-18 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	Fully Implemented	Somewhat Effective	Teachers report that the PLCs feel much more relevant and focused.

### IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Rigorous Academics.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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<b>Standards Based Instruction/ Project-Based Learning</b>	All teachers use standards based rubrics in all classes / all assignments. 100% of assignments have a standards based rubric aligned to 4.0 grading scale	All Students	0%	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	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.
<b>Career Technical Education</b>	Develop/identify certifications in the following categories: 1) Political & Community Action Certification 2) RJ/TLS Certification 3) Tutor Training for students	All Students	0%	10 students currently participate in RJ/TLS training without certification	30% of students to obtain certifications by 12th grade year	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
<b>Graduate Capstone/Culminating Experience</b>	Alignment with and vertical articulation of teacher standards based rubrics with Graduate Capstone project rubric. Each phase of senior project is assessed using standards based rubric.	All Students	10% of teachers using standards based rubrics	30% of teachers using standards based rubrics	50% of teachers using standards based rubrics	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.
<b>Course Passage Rates</b>	More students receive full credit in all core classes via intersession and focused interventions. 50% of students invited to intersession pass.	All Students	40%	70%	80% of student population to earn full credit in all core classes each term	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.

**THEORY OF ACTION**

<b>Theory of Action</b>	If we host PLCS to workshop department/course rubrics, establish partnerships with organizations, and clearly communicate expectations and deliverables for every intersession, then will have 100% rubric integration in every class, student certification in our three target areas, and at least a 50% passage rate for students invited to intersession for one course.					
<b>How are you supporting English Language Learners?</b>	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					
<b>How are you building conditions for students and adult learning?</b>	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.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>		<b>Department Teams</b>	
	Street Academy Foundation Board	ILT - Instructional Leadership Team	ILT members + Internship and College Readiness Coordinator + After School Program Coordinator		Humanities, Science + Math	

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Rubric PLC and Workshop for Department / Course	All Students					Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
Establish partnerships with organizations to fulfill student certifications	All Students					Career Technical Education	A1.1 Pathway Programs

Clearly communicated expectations and deliverables for every intersession	Low-Performing Students					Comprehensive Student Supports	A1.3 A-G Completion
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	Low-Performing Students	LCFF Supplemental	\$872,338.00	5825		Rigorous Academics	A1.3 A-G Completion
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	All Students	21st Century	\$111,316.00	5825		Comprehensive Student Supports	A1.6 After School Programs
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	All Students					Rigorous Academics	

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1	3	3	Issues between students and providers have decreased tremendously from last year to this year. Students are still reporting that internships are less important to them than their core classes; Students want more experiences related to their interests
Pathway Outcomes	1	2	2+	End of Program Social Justice Exhibitions provide students with opportunity to demonstrate their learning and to learn from each other's experiences; students require more opportunities throughout the year to prepare for exhibitions and reflect on their learning experience.
Pathway Evaluation	1	2	2	We have expanded pathway team to include Instructional Leadership Team teachers, After School Program Coordinator, SAF Board member and community providers. We have yet to formalize our evaluation process

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 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 non-profit sector.	Fully Implemented	Effective	All, students are participating in an internship.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Career Exploration</b>	Explore Careers based on aptitude testing. Students explore careers & businesses in the community to provide meaningful internships. 100% of all students complete aptitude testing, analyze strengths / areas of growth, and select internship opportunities that lead to certifications within career of interest.	All Students	0%	80%	100% of all students complete aptitude testing, analyze strengths / areas of growth, explore career options based on findings	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.
<b>Career Preparation</b>	Prepare students through workshops and course lessons focusing on business, workplace etiquette, computer skills, resume building, office & writing skills. 100% of new students participate in soft skill building workshops.	All Students	0%	80%	100% of new students participate in soft skill building workshops	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.

<b>Career Training</b>	Strengthen Soft Skills: Partner with Career Bridge to provide students with year round soft skill workshops and participate in internships to demonstrate soft skills. 100% of new students participate in Career Bridge; 100% of students placed in individual and cohort internships for hands on learning experiences within the nonprofit & education industries.	All Students	0%	80%	100% of new students participate in Career Bridge.	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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**THEORY OF ACTION**

<b>Theory of Action</b>	If we restructure Metamorphosis, partner with local schools, and Career Bridge, then 100% of students will build pathway skills in their internships & core classes; attendance will increase; and Street Academy will sustain long term partnerships with internship organizations.					
<b>How are you supporting English Language Learners?</b>	Continue to create and increase partnerships with organizations such as Soccer Without Borders who support English language learners through inclusion & personalized support.					
<b>How are you building conditions for students and adult learning?</b>	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.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>		<b>Department Teams</b>	
	Street Academy Foundation Board	ILT - Instructional Leadership Team	ILT members + Internship and College Readiness Coordinator + After School Program Coordinator		Humanities, Science + Math	

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Teachers create targeted lessons to build student expertise in computer skills, office & writing skills, education industry components	All Students	Measure N	N/A	N/A	N/A	Building the Conditions	A1.1 Pathway Programs
Create partnerships with local schools	All Students		N/A	N/A	N/A	Work-Based Learning	A1.1 Pathway Programs
Restructure metamorphosis to include Career Bridge w/ extended Winter Term internships at local schools(see cost below)	All Students	Measure N	N/A	N/A	N/A	Work-Based Learning	A2.3 Standards-Aligned Learning Materials



Partner w/ organizations such as Soccer Without Borders	English Learners		N/A	N/A	N/A	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
Partner w/ organizations that provide students with political and community action certifications and teachers with externship experiences (Niroga; RJTI; Afterguard; BAY Peace; NFTE; Career Bridge, etc) for extended learning opportunities to increase amount and quality of instruction.	Low-Income Students	Measure N	\$23,000.00	5825	N/A	Career Technical Education	A1.1 Pathway Programs
Fund Internships & College Readiness Coordinator position to implement all aspects of work based learning and college access programs (includes salary, payroll taxes, benefits)	All Students	Measure N	\$53,000.00	5825	N/A	Work-Based Learning	A1.1 Pathway Programs
Internships & College Readiness Coordinator to organize annual events such as B 2 School Social Justice Fair; Mock interviews & End of Program Social Justice Exhibitions to support students in career exposure, exploration and authentic assessment while bringing information to families and community in a creative way.	All Students	Measure N	\$3,200.00		N/A	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Field trips aligned with pathway goals (transportation, fees, etc)	All Students	Measure N	\$5,000.00		N/A	Rigorous Academics	A1.1 Pathway Programs
Supplies/curriculum aligned with pathway goals	All Students	Measure N	\$1,500.00		N/A	Rigorous Academics	A1.1 Pathway Programs
ImBlaze electronic attendance taking application for students enrolled in internships	All Students	Measure N	\$5,000.00		N/A	Work-Based Learning	A1.1 Pathway Programs
Fund teacher to lead SAT School Day test preparation/cram sessions during after school program	Low-Performing Students	Measure N	\$500.00		N/A	Rigorous Academics	A2.8 Data & Assessment
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.	Low-Performing Students	Measure N	\$6,551.00		N/A	Comprehensive Student Supports	A1.5 Summer Learning

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2+	2+	3-	C.A.R.E. Team coordinates student services, access to resources and accountability; CTM are high functioning advisory leaders developing deep relationships with youth & families through consistent Friday Community Building Circles and relentless family communication; Seneca therapist full time on site + Seneca Intern; outside therapy services targeting girls; after school enrichment programs like visual arts, yoga and competitive sports teams. Limited funding makes sustainability difficult
College & Career Plan	2+	3	3	We will maintain our Internships & College Readiness Coordinator for a third year. We are finally to a point where Coordinator can have more balanced focus between internships implementation and college access focus; We started with californiacollege.edu but district discontinued partnership(students still access); Partnership in coming year will enhance career planning focus

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*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?*

Summary of 17-18 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. Inclusion school therapist in staff circles, CTM, and RJ circles. Staff led training on usage of C.A.R.E. referrals and regular check-ins with Restorative Justice Coordinator.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Using student planners consistently in every class with CTM follow-up. Every teacher allocates 5 minutes at the end of class to use planner; every CTM uses planner as a tool to check-in with students.	Low-Performing Students	0%	20% of students using	100% of teachers allocate 5 minutes at the end of class to use planner; 100% of CTM use planner as a tool to check-in/out with students	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.
College Access	Transcript Literacy / Post HS plans. 100% of students can read and understand their transcript and develop their graduation plans.	All Students	0%	50%	90% of students can read and understand their transcript and develop their graduation plans.	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.

<b>Differentiated Interventions</b>	C.A.R.E. Team collaboration with CTM to provide targeted intervention based on 2 Week progress reports, etc. 100% of students are strategically assigned to Academic Intervention periods (Tuesday & Thursday).	Low-Performing Students	65%	70%	100% of students are strategically assigned to Academic Intervention periods (Tuesday & Thursday)	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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**THEORY OF ACTION**

<b>Theory of Action</b>	If we have students purchase school planners at registration meetings, quarterly CTM circles on reading transcripts and designing future plans, and allocated time during Monday staff meetings, then planners will be used in every class and CTM, 100% of students will be able to read and understand their transcript/develop graduation plans, and 100% students will be strategically assigned to Academic Intervention periods.					
<b>How are you supporting English Language Learners?</b>	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 such as Book Club and Kahn Academy					
<b>How are you building conditions for students and adult learning?</b>	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					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>		<b>Department Teams</b>	
	SSC, CTM Parents	C.A.R.E. Team + FERRT (Family Engagement Recruitment & Retention Team)	Instructional Leadership Team + After School Program Coordinator + Internships & College Readiness Coordinator + Key Partners		All Content Area Teams	

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
Students purchase school planners at registration meetings	All Students						
Quarterly CTM Circles on reading transcripts and designing future plans	All Students						
Time is allocated during Monday staff meetings to assigned all students to intervention classes	Low-Performing Students						
Provide opportunities for families to volunteer as CTM parents; Host monthly events such as family circles related to academics, mental health, community & civic engagement	All Students	Title I: Parent Participation	\$567.00	5825		Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops
Purchase school planners for 100% implementation in all classes and advisory	All Students	Title I: Basic	\$1,000.00	5825		Comprehensive Student Supports	A2.9 Targeted School Improvement Support

Technology purchases to enhance instruction ie: chromebooks for state assessments; applications to encourage bilingualism; kindles to encourage reading and increased literacy levels	Low-Performing Students	Title I: Basic	\$5,682.00	5825		Rigorous Academics	A2.8 Data & Assessment
Technology purchases to enhance instruction ie: chromebooks for state assessments; applications to encourage bilingualism; kindles to encourage reading and increased literacy levels	English Learners	Title I: Basic	\$5,682.00	5825		Comprehensive Student Supports	A3.2 Reading Intervention
Technology purchases to enhance instruction ie: chromebooks for state assessments; applications to encourage bilingualism; kindles to encourage reading and increased literacy levels	African American Students	Title I: Basic	\$5,683.00	5825		Building the Conditions	A3.1 Blended Learning
Summer Intervention support materials and curriculum for rising 9th & 10th, targeted 11th & 12th for intensive intervention and social emotional development	Low-Performing Students	Title I: Basic	\$5,000.00	5825		Comprehensive Student Supports	A1.5 Summer Learning

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET**

**School:** Street Academy

**School ID:** 313

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$111,316.00	\$111,316.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$872,338.00	\$872,338.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00
Title I: Basic	\$23,047.00	\$23,047.00	\$0.00
Title I: Parent Participation	\$567.00	\$567.00	\$0.00
Measure N	\$83,088.00	\$97,751.00	-\$14,663.00
<b>TOTAL</b>	<b>\$1,090,356.00</b>	<b>\$1,105,019.00</b>	<b>-\$14,663.00</b>

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>	<b>Associated Pathway (if relevant)</b>	<b>Budget Action Number</b>
Beginning & Mid year All Faculty retreat	All Students	LCFF Supplemental				Building the Conditions	A2.4 Teacher Recruitment & Retention		
Individual teams develop brief vision/mission statement in support of pathway focus	All Students					Work-Based Learning	A1.1 Pathway Programs		
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.	All Students	Measure N				Work-Based Learning	A2.9 Targeted School Improvement Support		
ACT - Academic Counseling Team to lead CTM in training around transcript analysis, scheduling & use of AERIES	All Students	LCFF Supplemental				Comprehensive Student Supports	A1.3 A-G Completion		
ILT - Instructional Leadership Team to plan and facilitate teacher professional learning during Wednesday collaboration time	All Students	LCFF Supplemental				Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS		
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	All Students	LCFF Supplemental				Building the Conditions	A2.8 Data & Assessment		
Partner with organizations to provide students with individual & cohort work based learning internship experiences on Worker Owned Wednesdays	All Students					Work-Based Learning	A1.1 Pathway Programs		

Imbed time in the school day for teacher prep, team collaboration and ILT led Professional Learning Communities	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS		
Teacher PLC designed to provide collaboration time and training to improve literacy instruction	Low-Performing Students					Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
Teacher PLC designed to provide collaboration time and training to improve language acquisition	English Learners					Comprehensive Student Supports	A4.1 English Learner Reclassification		
Continue schoolwide Get Informed Fridays literacy initiative to support with improving SRI scores, exposure to social justice concepts and developing student facilitation skills	All Students					Building the Conditions	A3.2 Reading Intervention		
Rubric PLC and Workshop for Department / Course	All Students					Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS		
Establish partnerships with organizations to fulfill student certifications	All Students					Career Technical Education	A1.1 Pathway Programs		
Clearly communicated expectations and deliverables for every intersession	Low-Performing Students					Comprehensive Student Supports	A1.3 A-G Completion		
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	Low-Performing Students	LCFF Supplemental	\$872,338.00	5825		Rigorous Academics	A1.3 A-G Completion		
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	All Students	21st Century	\$111,316.00	5825		Comprehensive Student Supports	A1.6 After School Programs		
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	All Students					Rigorous Academics			

Teachers create targeted lessons to build student expertise in computer skills, office & writing skills, education industry components	All Students	Measure N			N/A	Building the Conditions	A1.1 Pathway Programs		
Create partnerships with local schools	All Students				N/A	Work-Based Learning	A1.1 Pathway Programs		
Restructure metamorphosis to include Career Bridge w/ extended Winter Term internships at local schools(see cost below)	All Students	Measure N			N/A	Work-Based Learning	A2.3 Standards-Aligned Learning Materials		
Partner w/ organizations such as Soccer Without Borders	English Learners				N/A	Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Partner w/ organizations that provide students with political and community action certifications and teachers with externship experiences (Niroga; RJTI; Afterguard; BAY Peace; NFTE; Career Bridge, etc) for extended learning opportunities to increase amount and quality of instruction.	Low-Income Students	Measure N	\$23,000.00	5825	N/A	Career Technical Education	A1.1 Pathway Programs		
Fund Internships & College Readiness Coordinator position to implement all aspects of work based learning and college access programs (includes salary, payroll taxes, benefits)	All Students	Measure N	\$53,000.00	5825	N/A	Work-Based Learning	A1.1 Pathway Programs		
Internships & College Readiness Coordinator to organize annual events such as B 2 School Social Justice Fair; Mock interviews & End of Program Social Justice Exhibitions to support students in career exposure, exploration and authentic assessment while bringing information to families and community in a creative way.	All Students	Measure N	\$3,200.00		N/A	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Field trips aligned with pathway goals (transportation, fees, etc)	All Students	Measure N	\$5,000.00		N/A	Rigorous Academics	A1.1 Pathway Programs		
Supplies/curriculum aligned with pathway goals	All Students	Measure N	\$1,500.00		N/A	Rigorous Academics	A1.1 Pathway Programs		
ImBlaze electronic attendance taking application for students enrolled in internships	All Students	Measure N	\$5,000.00		N/A	Work-Based Learning	A1.1 Pathway Programs		
Fund teacher to lead SAT School Day test preparationcram sessions during after school program	Low-Performing Students	Measure N	\$500.00		N/A	Rigorous Academics	A2.8 Data & Assessment		

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.	Low-Performing Students	Measure N	\$6,551.00		N/A	Comprehensive Student Supports	A1.5 Summer Learning		
Students purchase school planners at registration meetings	All Students								
Quarterly CTM Circles on reading transcripts and designing future plans	All Students								
Time is allocated during Monday staff meetings to assigned all students to intervention classes	Low-Performing Students								
Provide opportunities for families to volunteer as CTM parents; Host monthly events such as family circles related to academics, mental health, community & civic engagement	All Students	Title I: Parent Participation	\$567.00	5825		Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops		
Purchase school planners for 100% implementation in all classes and advisory	All Students	Title I: Basic	\$1,000.00	5825		Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
Technology purchases to enhance instruction ie: chromebooks for state assessments; applications to encourage bilingualism; kindles to encourage reading and increased literacy levels	Low-Performing Students	Title I: Basic	\$5,682.00	5825		Rigorous Academics	A2.8 Data & Assessment		
Technology purchases to enhance instruction ie: chromebooks for state assessments; applications to encourage bilingualism; kindles to encourage reading and increased literacy levels	English Learners	Title I: Basic	\$5,682.00	5825		Comprehensive Student Supports	A3.2 Reading Intervention		
Technology purchases to enhance instruction ie: chromebooks for state assessments; applications to encourage bilingualism; kindles to encourage reading and increased literacy levels	African American Students	Title I: Basic	\$5,683.00	5825		Building the Conditions	A3.1 Blended Learning		
Summer Intervention support materials and curriculum for rising 9th & 10th, targeted 11th & 12th for intensive intervention and social emotional development	Low-Performing Students	Title I: Basic	\$5,000.00	5825		Comprehensive Student Supports	A1.5 Summer Learning		



## SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/29/2018	School Site Council	Site plan goals reviewed with parents and student CTM/advisory representatives and input gathered. Plan revisions began based upon input
2/7/2018	Instructional Leadership Team Data Analysis sessions	Unpacked site plan tool, reviewed dashboard data, developed shared understanding of goals of Linked Learning
3/16 & 3/17/18	Instructional Leadership Team SPSA Alternative Education Collaborative Retreat & Work Session	Compiled community feedback into 2018/2019 site plan tool.
3/7 & 3/28/18	Teacher Professional Learning sessions	Feedback gathered during ILT led Professional Learning Community sessions centered around teachers' individual data collection to inform practice and school wide instructional goals
4/23/2018	School Site Council & SELLS combined	Review & approve final site plan

<b>School WASC Goals</b>					
<b><i>Length of WASC Accreditation:</i></b>	5 years	<b><i>Last WASC Self-Study:</i></b>	2013/14	<b><i>Next Full Self-Study:</i></b>	1/2019
<b>SCHOOL WASC GOALS</b>					<b>LCAP Goal Category</b>
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.					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.					Goal 1: Graduates are college and career ready
Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.					Goal 1: Graduates are college and career ready