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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Emiliano Zapata Street Academy

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Emiliano Zapata Street Academy.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Street Academy



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Street Academy
CDS Code: 1612590130179
Principal: Bukola Lawal
Date of this revision: 6/3/2021

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

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

Contact: Bukola Lawal

Position: Principal

Address: 417 29th Street

Telephone: 510-874-3630

Oakland, CA 94609

Email: bukola.lawal@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 6/3/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Street Academy

Site Number: 313

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

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

Date(s) plan was approved: 04/12/2021

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

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

Signatures:

Principal _____ Signature

SSC Chairperson K. Porter _____ Signature

Matin Abdel-Qawi _____ Signature
Network Superintendent

Lisa Spielman _____ Signature
Director, Strategic Resource Planning

06/04/2021
Date

06/07/21
Date

6/7/21
Date

7/1/21
Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Street Academy**Site Number:** 313

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/25/2021	SSC	Gathered input from staff and community regarding Title 1 & Title 4
3/26/2021	CARE Team	Our CARE Team [COST] collaborated to review SPSA needs assessment and collectively finalize our Spring Targets based on review of data compiled via OUSD Dashboard as well as qualitative data
4/2/2021	Staff Meeting	CARE Team presented Spring 22 Targets wth Teachers & Staff
4/12/2021	SSC	SSC members stated needs and wants on how to spend 2021/2022 potential Title 1 expenditures.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$26,650.00
Total Federal Funds Provided to the School from the LEA for CSI	\$30,450.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,676.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$24,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)		TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$650.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)		TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$1,625.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$30,450.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$82,576.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$57,100.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$82,576.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$139,676.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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 Education, Child Development & Family Services Pathway by engaging in meaningful work-based learning opportunities in the nonprofit industry on Worker Owned 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 quarterly student led conferences, Get Informed Fridays, political consciousness raising activities and reflection such as Social Justice Exhibitions. 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Partnership with MicroCollege	Street Academy's partnership will support students to experience a smooth transition from high school into college and persist. Many students dropout of college at their first semester. Student engagement with MicroCollege increases student awareness of post secondary options while increasing persistence rates
<i>Focal Student Supports</i>	Senior Academic Support Sessions/Saturday School &/or Summer Surge, Wrap around Services	
<i>Student/Family Supports</i>	Senior Academic Support Sessions/Saturday School/Wrap-Around Services Increased engagement by seniors to complete Graduate Capstone -including students who are off-track due to Covid-19 or have been referred to COST -Wrap-Around Services: Provide students with mental health services, TUPE, Seneca, La Cheim, Substance Education Prevention (Family based supports), RJ Services	Daily Academic support for students to help them catch up in subjects that they have fallen behind in due to the Pandemic Family Nights engage students and families with information about internship opportunities to increase career readiness as well as extended day program and school climate.
<i>Staff Supports</i>	Staff Social Events; Staff Mindfulness and RJ Practices	Social Events, Mindfulness Practices, Restorative Circles are regularly used to help build and repair student and staff connections
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Student Completion of FAFSA	Distance Learning created a barrier for student engagement on various levels. Student motivation has been severely undermined by the pandemic
<i>Focal Student Supports</i>	Student Engagement	Student Engagement: Families dealing with critical issues such as economic instability, housing and food insecurity, etc as a result of the global pandemic

<i>Student/Family Supports</i>	Family Engagement	Family Engagement: Families dealing with critical issues such as economic instability, housing and food insecurity, etc as a result of the global pandemic
<i>Staff Supports</i>	Teacher/ Staff Turnover	Teacher/Staff Turnover: New teachers/staff require professional development/training in our acadmic and social emotional learning strategies. This is a challenge to capacity, funding and culture and climate.

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024: Achieve a graduation rate of at least 75% and increase by a minimum of 5% each year.

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	56%	n/a	65%
On Track to Graduate: 9th Grade	All Students	TBD	19%	71.1%	61.1%
On Track to Graduate: 11th Grade	All Students	TBD	10%	94.8%	60%
A-G Completion	All Students	n/a	26%	74%	60.0%
College/Career Readiness	All Students	TBD	0% (Spring 2019)	N/A	N/A

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-144.7 (Spring 2019)	114.7	99.7
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	35.7%	40.7%
IAB ELA Above Standard	All Students	n/a	n/a	TBD	TBD
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	-173.5	-158.5
IAB Math Above Standard	All Students	n/a	n/a	N/A	20.0%
CAST (Science) at or above Standard	All Students	n/a	3.5% (Spring 2019)	n/a	20.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	N/A	N/A	10%

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal for May 2024:		A minimum of half of our low income students will advance reading levels by at least one grade level each year			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-204.5 (Spring 2019)	-164.5	-144.5
SBAC ELA Distance from Standard Met	Low Income Students	+20 points DF3	-150.2 (Spring 2019)	-110.2	-90.2
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	5.0%
IAB ELA Above Standard	Low Income Students	n/a	n/a	n/a	10%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	34.7%	n/a	20.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-225 (Spring 2019)	-185.0	-165.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-256.6 (Spring 2019)	-236.6	-216.6
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	5.0%
IAB Math Above Standard	Latino/a Students	n/a	n/a	n/a	10.0%
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	0.0%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: Provide 85% of students with mental, social-emotional and academic well being supports as we transition to hybrid/in-person learning

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	45.7%	60.0%	65.0%
Suspensions	All Students	-2pp	0.0%	>5%	>5%
Suspensions	African-American Students	-2pp	9.3%	>5%	>5%
Suspensions	Students with Disabilities	-2pp	0.0%	>5%	>5%
Chronic Absence	All Students	-2pp	n/a	n/a	n/a
Chronic Absence	African-American Students	-2pp	N/A	n/a	n/a
UCP Complaints	All Students	n/a	n/a	N/A	N/A

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for May 2024: All CTM are retained from 2021 through 2024 school year.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	80.0%	85.0%
Teacher Retention	All Teachers	n/a	n/a	100.0%	100.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Our students do not have equitable access to experienced teachers and academic opportunities relative to other students across the state as a result of teacher shortage and inadequate salaries in an area having extraordinarily high cost of living. As a result, a school recruiting credit deficient students with high social-emotional needs, is only able to provide novice teachers with developing expertise.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Street Academy

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready

Comprehensive Student Supports and Career Technical Education

Theory of Change:

If we train and mentor CTM/Staff to participate more meaningfully in newly designed enrollment and intake process prioritizing family/student participation/voice, then attendance in our Worker Owned Wednesdays internships will improve while partnerships with CBOs and other institutions will be maintained and enriched

Related School Goal:

Achieve a graduation rate of at least 60% and increase by a minimum of 5% each year.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our newly designed intake program was delayed due to Covid-19

What evidence do you see that your practices are effective?

Due to postponement of implementation we cannot measure effectiveness

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will actually implement this practice as we transition from Distance Learning to Hybrid to full in person learning in 21-22 school year.

20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap

Language and Literacy; Rigorous Academics

Theory of Change:

Complex Text and Reading Strategies: If teachers select/create Complex Text Sets and teach key reading strategies (e.g. annotation), then students will be more likely to access and engage texts of higher complexity.

Related School Goal:

A minimum of half of our low income students will advance reading levels by at least one grade each year

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Annotation strategies are used mostly in senior english courses but have not been utilized in other content areas.

What evidence do you see that your practices are effective?

There isn't sufficient data collected this year as our community has been severely impacted by COVID. There were not enough students participating in SRI to adequately assess our progress.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will narrow our focus to include only Humanities teachers and prioritize these teachers to access quality professional development via Teachers College online courses, and other OUSD offered professional development. Humanities teachers will become the experts to share Complex Text & Reading Strategies to those teachers from other content areas who want to learn

20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged **Language and Literacy; Rigorous Academics**

Theory of Change: Complex Text and Reading Strategies: If teachers select/create Complex Text Sets and teach key reading strategies (e.g. annotation), then students will be more likely to access and engage texts of higher complexity.

Related School Goal: A minimum of half of our low income students will advance reading levels by at least one grade each year

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Annotation strategies are used mostly in senior english courses but have not been utilized in other content areas.

What evidence do you see that your practices are effective?

There isn't sufficient data collected this year as our community has been severely impacted by COVID. There were not enough students participating in SRI to adequately assess our progress.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will narrow our focus to include only Humanities teachers and prioritize these teachers to access quality professional development via Teachers College online courses, and other OUSD offered professional development. Humanities teachers will become the experts to share Complex Text & Reading Strategies to those teachers from other content areas who want to learn

20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff **Language and Literacy; Rigorous Academics**

Theory of Change: Complex Text and Reading Strategies: If teachers select/create Complex Text Sets and teach key reading strategies (e.g. annotation), then students will be more likely to access and engage texts of higher complexity.

Related School Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Annotation strategies are used mostly in senior english courses but have not been utilized in other content areas.

What evidence do you see that your practices are effective?

There isn't sufficient data collected this year as our community has been severely impacted by COVID. There were not enough students participating in SRI to adequately assess our progress.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will narrow our focus to include only Humanities teachers and prioritize these teachers to access quality professional development via Teachers College online courses, and other OUSD offered professional development. Humanities teachers will become the experts to share Complex Text & Reading Strategies to those teachers from other content areas who want to learn

20-21 Conditions for English Language Learners
Priority: Developing fluency in academic language

Theory of Change: If we explicitly teach and review commonly used academic language in Humanities courses [use of word walls; front loading vocabulary; read aloud to model fluency, etc] ELL will see an increase in reclassification rates

Related School Goal: ELL continue to develop language reaching fluency in 6 years or less

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teachers in mathematics and science were able to practice consistent use of word walls and pre-teaching vocabulary while Humanities teachers did not

What evidence do you see that your practices are effective?

As evidenced by Principal observations, mathematics and science teachers have more student participation during distance learning class discussions and more instances of students demonstrating use of vocabulary that is specific to these content areas.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Humanities teachers will provide more emphasis on practicing academic language and vocabulary development as well as pleasure reading

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

We hosted an Internships Information Family Nights but due to COVID we didn't spend any funding to host these; Most of the funds had to be spent on technology upgrades to support teachers and students engaged in Distance Learning.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Street Academy

School ID: 313

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

Goal 1: All students graduate college, career, and community ready.

School Priority ("Big Rock"):	Comprehensive Student Supports and Career Technical Education
School Theory of Change:	If we train and mentor CTM/Staff to participate more meaningfully in newly designed enrollment and intake process prioritizing family/student participation/voice, then attendance in our Worker Owned Wednesdays internships will improve while partnerships with CBOs and other institutions will be maintained and enriched
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Participate in "metamorphosis like" orientation	Admin & Team Leaders to plan and facilitate adult staff orientation	New Student orientations no longer held and led by one person. Increased awareness and ability to speak knowledgably about the vision/mission of the school site	Teacher/ Staff Turnover	Tier 1
1-2	Teachers/CTM Co-facilitate New student Orientation & intake	Adminstration & school staff Co-facilitate New student Orientation & intake	Overall increase in student enrollment; Overall increase in student enrollment and successful completion of internships programs	Student Engagement	Tier 1

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority ("Big Rock"):	Language and Literacy; Rigorous Academics
School Theory of Change:	Complex Text and Reading Strategies: If teachers select/create Complex Text Sets and teach key reading strategies (e.g. annotation), then students will be more likely to access and engage texts of higher complexity.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>African American; LTEL; & All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	All teachers participate in ILT led professional development	Principal equips ILT with evidence based practices to increase literacy rates	LTEL numbers decrease while reclassifications of EL increase	Student Engagement	Tier 2

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority ("Big Rock"):		Language and Literacy; Rigorous Academics			
School Theory of Change:		Complex Text and Reading Strategies: If teachers select/create Complex Text Sets and teach key reading strategies (e.g. annotation), then students will be more likely to access and engage texts of higher complexity.			
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>African American; LTEL; & All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	All teachers participate in ILT led professional development	Principal equips ILT with evidence based practices to increase literacy rates	LTEL numbers decrease while reclassifications of EL increase	Student Engagement	Tier 2

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority ("Big Rock"):	All practice restorative peacemaking circles & dynamic mindfulness/ yogic breathing imbedded into the bell schedule
School Theory of Change:	If all CTM, teachers, staff, admin & families practice restorative peacemaking circles and mindfulness with each other, then community will prioritize each others collective well being
Related Goal(s):	All CTM are retained from 2021 through 2024 school year.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	All CTM, Teachers, Admin, Staff & families Receive Restorative Peacemaking Circle Training	Align funding to support compensating teachers for their time outside of contracted hours as well as paying for PD fees	Decreased rates of CARE Team Behavioral referrals; Increased rates of teacher resolved incidents; Less than 5 referrals to SAF & Peer Discipline Team	Student Engagement	Tier 3
4-2	All CTM, Teachers, Admin, Staff & Families receive Niroga Yoga SEL & Dynamic Mindfulness Coaching	CARE Team & ILT provide observation and coaching; Admin to align funding to support initiative. Admin & peer observation will witness mindfulness strategies beign used in classrooms on a consistent basis	Families to report increased satisfaction with the school and overall well being of youth	Student Completion of FAFSA	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Language Literacy & Rigorous Academics
School Theory of Change:	If we explicitly teach and review commonly used academic language in Humanities courses [use of word walls; front loading vocabulary; read aloud to model fluency, etc] ELL will see an increase in reclassification rates
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>LTEL</i>

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 313

School: Street Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2021.	\$2,500	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	313-1
Purchase Supplemental books, texts, curriculum, software licensing supporting literacy across content areas.	\$3,000	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal equips ILT with evidence based practices to increase literacy rates	313-2
Professional Development/ Conferences, traing, coaching for teachers to support students literacy development across content areas.	\$18,875	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	All teachers participate in ILT led professional development	313-3
Meeting refreshments for family engagement series	\$650	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All CTM, Teachers, Admin, Staff & families Receive Restorative Peacemaking Circle Training	313-4
Funding will be used to fund a Restorative Justice Case Manager. This postion will assist students with social and emotional learning, Relationship building and Credit Recovery.	\$30,450	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All CTM, Teachers, Admin, Staff & families Receive Restorative Peacemaking Circle Training	313-5
This funding will be used for Niroga Yoga Institute to provide staff with training around Yoga and Dynamic Mindfulness. This training will help students with Social and Emotional Learning.	\$1,625	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All CTM, Teachers, Admin, Staff & Families receive Niroga Yoga SEL & Dynamic Mindfulness Coaching	313-6



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Oakland Emiliano Zapata Street Academy High School

(Street Academy) agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Street Academy informs parents of the school's participation in Title I Program at our annual Title I meeting on an evening when we host Family Meetings. Parents are also informed in CTM Family Meetings (one-on-one meetings with Student, Family & Advisor) which happen 3-4 times each year at the beginning of the school year, end of the Fall, Winter & Spring Terms.
-

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Families are invited and informed of their rights to participate in School Site Council, to volunteer as CTM Parents, and contribute in other ways at our annual Back 2 School Social Justice Fair
- Our SSC meeting is determined by parents and meetings vary based on parent availability.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send robo-calls, emails and texts messages on a monthly basis. All parents/families attend new student orientation which covers this .

The school communicates to families about the school's Title I, Part A programs by:

- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send robo-calls, emails and texts messages on a monthly basis. All parents/families attend new student orientation which covers this.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send robo-calls, emails and texts messages on a monthly basis. All parents/families attend new student orientation which covers this

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send robo-calls, emails and texts messages on a monthly basis. All parents/families attend new student orientation which covers this.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- We recruit CTM Parents to support in advisory and have regular parent volunteers who stay involved even after their children graduate to observe in classes, provide tutorial and to work side-by-side with new teachers in particular in support of developing cultural competency, restorative classroom management techniques, to lead restorative conferences and mediations.
- Families are invited to sign up for volunteer opportunities when registering their child at Street Academy.
- Parents are encouraged to volunteer and or to participate as audiences throughout the year via robo calls, CTM outreach, student outreach and flyers.
- As mentioned above, Families are invited and informed of their rights to participate in School Site Council, to volunteer as CTM Parents, and contribute in other ways at our annual Back 2 School Social Justice Fair.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Families attend Back 2 School Social Justice Fair to meet teachers, review syllabi and curriculum from their children's courses, meet and gather information about community based organizations involved with providing student internships, build community in restorative talking circles at least 3 times / year; practice mindfulness; etc. Families also participate in instructional learning walks with the Principal and SAF Board Foundation Academic Committee particularly associated with periodic accreditation site visits.
- Parents are encouraged to sign up for the Parent Portal and Google Classroom

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- As mentioned above, families meet with CTM at least 3 times each year to review academic and behavioral progress, review courses student is enrolled in, identify strengths, areas of growth, discuss concurrent

enrollment opportunities, and create improvement plans that can include referrals to our CARE (Continuous Accountability & Resource Engagement) team.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- As mentioned above, families meet with CTM at least 3 times each year to review academic and behavioral progress, review courses student is enrolled in, identify strengths, areas of growth, discuss concurrent enrollment opportunities, and create improvement plans that can include referrals to our CARE (Continuous Accountability & Resource Engagement) team.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Timely posting of SSC, Title I and other family events/meetings As mentioned above, Street Academy informs parents of the school's participation in Title I Program at annual Title I meeting on an evening when we host Family Meetings. Parents are also informed in CTM Family Meetings (one-on-one meetings with Student, Family & Advisor) which happen 3-4 times each year at the beginning of the school year, end of the Fall, Winter & Spring Terms.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- By providing interpreters and translation at SSC, Title 1, and all family meetings.
- By relocating meeting rooms to accommodate all parents.
- By scheduling best time for all parents.

The school provides support for parent and family engagement activities requested by parents by:

- By welcoming families with children.
- By Providing activities and childcare.
- By providing food, refreshments and snacks.
- By providing translation and materials in home language.
- Families have direct access to CTM and Principal. Street Academy has an open door policy and invites parents to be present on campus at any time. All parents including Title 1 parents are surveyed regularly regarding individual needs as well as activities they believe are the most helpful in supporting their children's academic success. These surveys are distributed at the Back 2 School Social Justice Fair, CTM Family Meetings, End of Program Social Justice Exhibitions. Feedback is gathered and our All Family Meetings are planned based upon this feedback

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Families have direct access to CTM and Principal. Street Academy has an open door policy and invites parents to be present on campus at any time. All parents including Title 1 parents are surveyed regularly regarding

individual needs as well as activities they believe are the most helpful in supporting their children's academic success. These surveys are distributed at the Back 2 School Social Justice Fair, CTM Family Meetings, End of Program Social Justice Exhibitions. Feedback is gathered and our All Family Meetings are planned based upon this feedback

Adoption

This policy was adopted by the **Oakland Emiliano Zapata Street Academy** School Site Council on **September 22, 2020** and will be in effect for the period of August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before September 22, 2020.

Name of Principal

Gina Hill

Signature of Principal

Gina Hill

Date: September 22, 2020

Please attach the School-Parent Compact to this document.



School-Parent Compact

Oakland Emiliano Zapata Street Academy

2020-2021

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-2021 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

See attached CTM - Social Justice Agreement

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

See attached CTM - Social Justice Agreement

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

See attached CTM - Social Justice Agreement

- 4) Provide parents reasonable access to staff.**

See attached CTM - Social Justice Agreement

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

An interpreter and translation of all information will be provided.

Opportunities to volunteer and participate in their child's class and to observe classroom activities will be discussed at each family meeting held 3 to 4 times a year.

- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

See attached Parent - Social Justice Agreement

- 7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Staff is educated at weekly professional development trainings, at and during Restorative Justice Circles and at family engagement events.

- 8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

See Attached Parent - Social Justice Agreement

See Attached CTM - Social Justice Agreement

See Attached Zapatista - Social Justice Agreement (student)

Teacher Responsibilities

*Our teachers follow the CTM model: Counselor, Teacher, Mentor
See Attached CTM - Social Justice Agreement*

Parent Responsibilities

See Attached Parent - Social Justice Agreement

Student Responsibilities

See Attached Zapatista - Social Justice Agreement

This Compact was adopted by the Oakland Emiliano Zapatista Street Academy on September 22, 2020; and will be in effect for the period of August 10, 2019 to May 27, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 22, 2020.

Signature of Principal, Gina Hill

Gina Hill

Date: Sept 22, 2020



Strategic Resource Planning (SRP)

Street Academy
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Ken Porter
Vice Chairperson:	Alexandria Piccinini
Secretary:	Nancy Hanna

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Gina Hill	x					1st
Jim Shiffer		x				1st
Nancy Hanna		x				1st
Alexandria Piccinini			x			1st
Juan Ramirez				x		2nd
Kimberly Thomas				x		1st
Ken Porter				x		2nd

SSC Meeting Schedule: (Day/Month/Time)	3rd Wednesday of the month @ 3:30
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)