

MEASURE N COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools. Thriving Students.

Measure N - College & Career Readiness - Commission

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Memo

To Measure N Commission

From Matin Abdel-Qawi, High School Network Superintendent

Board Meeting Date _____

Subject 2022-2023 Measure N Education Improvement Plan & Linked Learning 4 Pillars
Services For: Oakland Emiliano Zapata Street Academy

Action Requested and Recommendation Presentation to and discussion by Measure N Commission of Oakland Emiliano Zapata Street Academy's proposed 2022-2023 Measure N Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$57,819.32.

Background

(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- 2022-2023 Measure N Education Improvement Plan and Linked Learning 4 Pillars

2022-2023 MEASURE N BUDGET**School: STREET ACADEMY***Effective July 1, 2022-June 30, 2023*

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$57,819.32	\$57,819.32	\$0.00

Site #: 313

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
313-1	Contract with Street Academy Foundation for a 1.0 FTE Internships & College Readiness Coordinator (ICRC). This position leads the development and evolution of our Education Child Development & Family Services Pathway. The ICRC's major duties are: to plan, design, implement and evaluate the Street Academy's pathway aligned to core academic programs and industry standards. The ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internships placements, increases student access to work-based learning opportunities & college and career exploration. Focus of internships is to provide students with work based learning experiences aligned with our Education Child Development & Family Services Pathway. The ICRC will be the point person for all things related to our Holy Names University Teacher Education Pipeline project. This will benefit 100 percent of our student body.	\$55,000.00	5825	Consultant Contracts			Education, Child Development & Family Services
313-2	Consultant Contract with the Street Academy Foundation to process and pay-out the Extended Contracts for the Counselor Teacher Mentor & Staff that work beyond contracted hours to continue curriculum design and development work in support of integration of our Education Child Development & Family Services Pathway. The planned objective is for these teachers to receive additional hours of collaboration time and professional development to become proficient in regards to our pathway goals, structures, curriculum, internships etc and begin to understand how to integrate these into their curriculum and other aspects of the school. 100% of our student body will benefit from these extended hours. Budget Calculation: 4 staff members x 15 hours per trimester x 3 trimesters at an hourly rate of \$15.66 = \$2,818.80. Benefits are not included as staff benefits come out of Street Academy's foundation general funds.	\$2,819.32	5825	Consultant Contracts			Education, Child Development & Family Services

School:	STREET ACADEMY					Site #:	313		
Pathway Name:	Education, Child Development & Family Services								
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									
#REF!									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	40.6%	59.4%	94.8%		12.5%	8.3%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	51.0%	1.0%	1.0%	40.6%	1.0%	0.0%	2.1%	1.0%	1.0%
Target Student Population	Which student population will you focus on in order to reduce disparities?					We will focus on our African American students and our LTEL			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal	(3-Year Goal)	
Four-Year Cohort Graduation Rate	44.4%	Not Available	60.0%	Not Available Yet	20-21 Data + 5%	Not Available Yet	75%		
Four-Year Cohort Dropout Rate	48.1%	Not Available	40.0%	Not Available Yet	20-21 Data + 5%	Not Available Yet	35%		
A-G Completion	69.2%	Not Available	75.0%	Not Applicable	Not Applicable	Not Available Yet	75%		
On Track to Graduate- 9th Grade	38.9%	Not Available	70.0%	Not Applicable	Not Applicable	Not Available Yet	45%		
Percentage of students who participated in at least 1 Work-Based Learning activity	71.7%	100% [data entry in AERIES pending]	100.0%	Not Available Yet	20-21 Data + 5%	69% (Data Pending)	100.00%		
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	46.4%	NA	Not Available Yet	20-21 Data + 5%	N/A	55.00%		
Percentage of students in Linked Learning pathways	100.0%	100.0%	100.0%	Not Available Yet	20-21 Data + 5%	100.00%	100.00%		
Target Student Population Indicator (Latinx Students)	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal	(3-Year Goal)	
Four-Year Cohort Graduation Rate	30.8%	Not Available	50.0%	Not Available Yet	20-21 Data + 5%	Not Available Yet	55.00%		

Four-Year Cohort Dropout Rate	69.2%	Not Available	50.0%	Not Available Yet	20-21 Data + 5%	Not Available Yet	50%
A-G Completion	23.1%	Not Available	30.0%	Not Applicable	Not Applicable	Not Available Yet	30.00%
On Track to Graduate - 9th Grade	Not Available	Not Available	70.0%	Not Applicable	Not Applicable	Not Available Yet	70.00%
Percentage of students who participated in at least 1 Work-Based Learning activity	72.5%	100% [data entry in AERIES pending]	100.0%	Not Available Yet	20-21 Data + 5%	Not Available Yet	100
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	45.5%	Not Applicable	Not Available Yet	20-21 Data + 5%	Not Available Yet	60.00%
Percentage of students in Linked Learning pathways	100.0%	100.0%	100.0%	Not Available Yet	20-21 Data + 5%	Not Available Yet	100.00%

ROOT CAUSE ANALYSIS

<i>Indicator</i>	<i>Strengths</i>	<i>Highest Leverage Challenge</i> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<i>Root Cause Analysis</i> <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	Our graduation rate increased; All Seniors complete capstone project aligned w/ Education pathway	Street Academy actively recruits students who have fallen behind on credits or who have had challenges with academic success for a variety of reasons. Our students experience a high amount of stress related to trauma as a result of poverty, etc which impedes academic success	When we lose essential staff it interrupts consistency and continuity for our youth. We are re-envisioning our master schedule to offer more opportunities for credit recovery and academic acceleration as well as a manageable class size for teachers
Four-Year Cohort Dropout Rate	Our graduation rate increased by 5%; All Seniors complete capstone project aligned w/ Education pathway	Street Academy actively recruits youth who have fallen behind on credits or who have had challenges with academic success for a variety of reasons. Our students experience a high amount of stress related to trauma as a result of poverty, etc which impedes ability to be focused on academics	Students who have fallen too far behind and cannot catch up with the systems that we have in place.
A-G Completion	A-G completion rate increased	Students enroll credit deficient and they are focused on graduating on time versus A-G completion	Student who are credit deficient choose to attend a 2 year university instead of a 4 year university which would require A-G Completion
On Track to Graduate - 9th Grade	More than 1/2 of our 9th graders are on track to graduate; Students have access to concurrent enrollment for credit recovery	9th grade students would benefit from basic skills development to support access to grade level curriculum	Students who lack basic skills from middle school enter high school with insufficiency in reading, writing and mathematical skills. It becomes difficult for some students to gain motivation to catch up to grade level standards.
Percentage of students who participated in at least 1 Work-Based Learning activity	All students are enrolled in internships or participated this year through Student Reach which develops soft skills, etc	80% of 9th graders this year demonstrated a lack of readiness for internship placement as they struggled to pass the required course to qualify for internship placement.	There is a need to improve assessment of students socio-emotional well being as well as academic strengths and weaknesses as they enter the school particularly incoming 9th graders. CARE team will gather information in SST style intake with all families in an effort to prevent issues before they arise

Percentage of students who have passed dual enrollment courses with a C- or better	This is our first year of dual enrollment. 46% passed with a C or higher, 8 withdrew and 6 earned D's. 1 earned an F	Poor attendance was the major factor impeding student success	There is a need to improve assessment of students socio-emotional well being as well as academic strengths and weaknesses as they enter the school particularly incoming 9th graders. CARE team will gather information in SST style intake with all families in an effort to prevent issues before they arise
Percentage of students in Linked Learning pathways	100% of students are enrolled in our pathway	Internships Coordinator resigned mid-year	There is a need to hire an Internships and College Readiness Coordinator

PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Increased student participation in concurrent enrollment	All CTM need to develop expertise for signing students up for concurrent	Host transcript analysis workshops for CTM and students; Host Peralta college information sessions for CTM & Students
CTE (pages 3,4,5 of rubric)	1 Teacher enrolled in CTE certification course	Increase number of teachers with CTE credential; Increase teachers retention	Provide funding to support teachers pursuing CTE Credential
WBL (page 6 of rubric)	Internship participation numbers are high	9th graders require more intensive preparation for off campus internships	Provide on campus options for 9th graders to prepare them for internships on Worker Owned Wednesdays
Comprehensive Student Supports (page 7 of rubric)	Students report their CTM is a key ingredient for their own academic success; Senior Saturday School Tutoring sessions	Increase teacher retention; training in restorative justice and Dynamic Mindfulness to nurture adult well being	Revise master schedule to provide smaller class sizes and multiple opportunities for teachers to provide individualized support
Pathway Student Outcomes (page 2 of rubric)	Senior Capstone Project is now in alignment with our Education Pathway	Increase access to teacher training about Pathway & CTE certification	Plan for Summer Surge CTM learning goals & objectives

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	What evidence will you look for to know you are successful?
Street Academy students participate in teacher pipeline project with Holy Names University	100% of seniors visit HNU & learn about Liberal Studies and Teacher Credential programs
85% of our students will participate in internships with social justice focused community based organizations	85% participation in our End of Program Social Justice Exhibitions
Senior Capstone Project Aligns with Education Pathway goals	Senior Capstone presentations imitate teaching styles

Strategic Actions

<i>Strategic Actions</i> What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?	What evidence will you look for to know you are successful?
Establish MOU Between Street Academy and HNU	100% of students participate in HNU campus visit; Student participation in at least 1 teacher education "How We Learn" workshop session; 2-5 Graduates to enroll in HNU
All Seniors and Juniors are Certified in CPR Training	100% of Juniors and Seniors complete online CPR Training
Teacher English 2: Exploring Children's Literature Course & English 3: Issues in Education course in alignment w/ CTE Pathway Education Child Development and Family Services	100% of Juniors will complete the CTE Course that will align with English 3
CARE Team to establish student intake assessment. CTM/Instructors select content area diagnostics and template for student self reflection	100% of students participate in End of Program Social Justice Exhibition presentations and student led conferences

Budget Expenditures

2020-2021 Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Internships & College Readiness Coordinator- This position leads the development and evolution of our Education Child Development & Family Services Pathway. The ICRC's major duties are: to plan, design, implement and evaluate the Street Academy's pathway aligned to core academic programs and industry standards. The ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internships placements, increases student access to work-based learning opportunities & college and career exploration. Focus of internships is to provide students with work based learning experiences aligned with our Education Child Development & Family Services Pathway. The ICRC will be the point person for all things related to our Holy Names University Teacher Education Pipeline project.	\$55,000.00	2000	Enter object code at left.	Internships & College Readiness Coordinator	3,000.00	Education, Child Development & Family Services
Summer Pathway Institute Teacher Stipends: Teachers will be engaging in an intensive 3-week long summer institute to do curriculum planning and better articulate and connect Education, Child Development & Family Services Pathway CTE standards and WBL experiences to core academic classes. Funding for this line item will be used to pay teacher stipends for participating in the summer institute to produce pathway-integrated curriculum for the year and to host a summer WBL Institute for incoming juniors and seniors.	\$12,000.00	1920	Other Certificated Salaries Stipends	CTM		Education, Child Development & Family Services
Summer Pathway Institute Facilitator Fee: Teachers will be engaging in an intensive summer institute to do curriculum planning and better articulate and connect Education, Child Development & Family Services Pathway CTE standards to core academic classes. Funding for this line item will be used to pay consultant to prep, plan, and facilitate the Summer PD Institute.	\$5,000.00	1920	other Certificated Salaries Stipends	CTM	1.00	
Internship Community Partners: Funding will be used to pay Community Based Organizations (e.g. Niroga Yoga, Reading Partner; Afterguard Sailing; Art Esteem; Rose Foundation; Native American Health Center; Beats Rhymes & Life) to provide internship opportunities and youth development programming for Street Academy students.	\$12,000.00	5825	Enter object code at left.	Internships Provider		Education, Child Development & Family Services
Pay CTM & Staff Committee Member Stipends to lead Pathway Development [Instructional Leadership - curriculum development, CTE certification & pipeline partnership w/ Holy Names University; Survey Assessment & Technology Team- job readiness assessment; Academic Counseling Team - provide academic counseling to students in Education Pathway/ pipeline partnership with Holy Names University; Family Engagement Recruitment & Retention Team - engage families through planned activities aligned with our Education, Child Development & Family Services Pathway]	\$10,000.00	1920	Enter object code at left.	CTM	1.00	Education, Child Development & Family Services
Restorative Justice (RJ) Culture Keeper Coach: Train and support student interns (Culture Keepers) to host and facilitate Restorative Justice experiences at Street Academy.	\$2,000.00	5825	Enter object code at left.			Education, Child Development & Family Services

Purchase supplies and refreshments for Back 2 School Social Justice Fair & End of Program Social Justice Exhibitions. The Back 2 School Social Justice Fair is a school-wide Internship event where students and families network with community based organizations choose the community based organization where they will apply to be interns. Students and families network with partners and students decide which internships to apply for. Community partners attend are mostly aligned with our Education, Child Development & Family Services Pathway. The End of Program Social Justice Exhibitions is an Internship event where students showcase their learning from their year long work based learning internship experiences. Funds will go toward providing supplies and refreshments for these beginning of year and end of year events	\$3,000.00	4310	Enter object code at left.			Education, Child Development & Family Services
Pay for transportation to Pathway Field Trips to: teacher education departments such as Holy Names University, UC Berkeley, etc. Students to participate in teacher credential classes and interact with teacher credential candidates to learn more about careers in education. Students to attend conferences related to issues in education	\$1,249.60	5826	Enter object code at left.			Education, Child Development & Family Services
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?		What will you do different next year to continue to improve?			
Street Academy students participate in teacher pipeline project with Holy Names University	We piloted a partnership and collaborated with HNU on some events:Students facilitated town hall at Holy Names U; Student and staff presented at HNU teacher credential classes; Collaboration w/ HNU reading class " A Book & A Phone"; HNU graduate thesis project analyzing after school program & how it impacts social capital & importance of relationship building in a small school		More opportunities for students to collaborate with students; Post COVID we can do more campus visits, class visits, "shadow and undergrad day"			
85% of our students will participate in internships with social justice focused community based organizations	Internships were limited due to COVID; Gained new partnerships with community based organizations [ie: Crucible, Black 2 the Land, About Face, TUPE; Sogorea Te Land Trust]; Teacher participation in externship with Afterguard sailing; 2 successful Social Justice Internships recruitment for family nights;		Continue to rebuild and rekindle relationships with partners lost due to COVID with community based partners; Increase student participation to almost 100%; Increase alignment and relevance of our internships [they learn the skill then they teach it]; Increase community recognition of our Pathway via events such as "Teach Ins" where families, teachers, community participate			
Senior Capstone Project Aligns with Education Pathway goals	Due to COVID Seniors were not required to engaged in internships so the project was modified this year so it was difficult; Students were able to use the project to determine ways to cope and support mental health as part of their research focus;		Transition of previous teacher impacted the continuity of alignment but this is developing.			
For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:						
2021-22 Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?					
Maintain & revise online orientation and intake process including application, digital reading, math and behavioral health assessment	Revised materials and assessment materials. More or higher quality intake data to better serve students.					
Reach out to middle schools and recruit more graduating 8th graders/rising 9th graders--especially those who have experienced setbacks in middle school.	We expect to see an increase in the number of 9th graders at Street Academy. We have learned that the degree of student engagement hinges on positive and caring relationships with students. By working with students from the very beginning of their high school journey in ninth grade, Counselor-Teacher-Mentors and staff will build stronger relationships with students so they can succeed much earlier and stay 'on-track'.					

Reach out to ninth and tenth graders--especially those who are "off-track" and could benefit from an alternative high school experience.	We expect to see an increase in the number of 9th and 10th graders at Street Academy. We have learned that the degree of student engagement hinges on positive and caring relationships with students. By working with students earlier on in the ninth or tenth grades, Counselor-Teacher-Mentors and staff will build stronger relationships with students and be able to intervene earlier so students avoid becoming 'severely off-track,' stay 'on-track', and get 'on-track'.
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Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures

- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Covid 19 put a halt to many of our planned expenditures--busses for field trips, student stipends for internships, exhibition.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification:

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.

- What is the specific expenditure or service type?
- How does the specific expenditure or service type support or is aligned to pathway development?
- How does this expenditure improve student engagement and how many students will be served?
- What need does this specific expenditure or service type address?

	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Consultant Contract: to facilitate & pay-out Extended Contracts for Teachers to provide Credit Recovery opportunities in the Spring and Summer 2022 for students identified as "off track" for graduation during Spring 2022 and for Saturday Surge [8 Saturdays Mar-May 22, 2022] and/or Summer Surge [4 weeks June 2022]. Support Staff will apply interventions strategies to engage chronically absent students. Street Academy students will work closely with teachers who they have already established relationships to recoup credits and learning loss. Saturday Surge & Summer Surge will also provide students with access to internships. (Salary & Benefit Costs)	\$10,000.00	5825	Consultant Contracts			Education, Child Development & Family Services
Consultant Contracts with Community Based Organizations to provide student internships and training in Education Child Development and Family services. Interns will expand their knowledge and skill to engage and serve youth and families in our Education Child Development & Family Service Pathway. (E.g. Working as youth development worker for a community-based organization, after school program, or Oakland Parks and Rec.) Students will participate in a hybrid model of internship and training comprised of in-person and virtual work-based learning experiences in the 2021-2022 school year. This is a new expenditure. All services will be rendered during the FY 2021-2022.	\$10,000.00	5825	Consultant Contracts			Education, Child Development & Family Services
Consultant Contract with the Restorative Justice Training Institute to provide student internships and schoolwide trainings in restorative justice. Interns will expand their knowledge and skills to engage and serve youth and families in our Education Child Development & Family Services Pathway. (E.g. Working as youth development worker for a community-based organization, after school program, or Oakland Parks and Rec.) Students will participate in a hybrid model of internship and training comprised of in-person and virtual work-based learning experiences during the 2021-2022 school year. This is a new expenditure.	\$7,575.57	5825	Consultant Contracts			Education, Child Development & Family Services

Consultant Contract to hire an Internships & College Readiness Coordinator ICRC- This position leads the development and evolution of our Education Child Development & Family Services Pathway. The ICRC's major duties are: to plan, design, implement and evaluate the Street Academy's pathway aligned to core academic programs and industry standards. The ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internships placements, increases student access to work-based learning opportunities & college and career exploration. Focus of internships is to provide students with work based learning experiences aligned with our Education Child Development & Family Services Pathway. The ICRC will be the point person for all things related to our Holy Names University Teacher Education Pipeline project.	\$55,000.00	5825	Consultant Contracts			Education, Child Development & Family Services
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2022-2023: YEAR THREE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals	What actions did you take that improved outcomes? How do you know you were successful?	What will you do differently next year to continue to improve?
Street Academy students participate in teacher pipeline project with Holy Names University	We encouraged 9th -11th grade students to go Holy Names University and visit their Education department. Students get the opportunity to speak with current college students and counselors about the process of attending a four-year college. Then the high schools students prepare to educate new teachers on how to be effective in a secondary school. They first meet with college professors to learn about pedagogy and lesson planning. Then the Street Academy students prepare a lesson for the teacher candidates which involves using engaging activities and seminars to educate the new teachers about effective methods for high school teaching in the Oakland, Hayward, and San Leandro schools. They eat lunch with some professors and college students. They follow up with additional experiences in preparing and presenting lessons.	We will start this project earlier at the beginning of the school year. We will have a Holy Names Representative attend our 'Back to School' School Social Justice Fair so the whole student body can hear about the program. We will also implement this pipeline more frequently having it once every term (Street Academy is on a 3 term schedule).
85% of our students will participate in internships with social justice focused Community Based Organizations (CBOs)	Hired a Internship and College Readiness Coordinator (ICRC) to create new partnerships and strengthen pre existing ones. The ICRC organized a start of the year event to introduce our CBOs to the entire school body. This was successful because all students joined an organization either at the event or directly after.	We think this worked very well and would like to continue starting the year off with an exhibition that introduces students to our Community Based Organizations / Internship Partners.
Senior Capstone Project Aligns with Education Pathway goals	Senior students picked capstone projects that are based on their interest. They wrote a research paper on their topic and present their capstone project to their peers, Community Based Organization and Families. They were evaluated based on the same GIF(Get Informed Friday) scoring document.	Rising Seniors will pick their topics in the summer to help prepare them for their Fall and Winter English 4a/4b capstone projects.

Pathway Strategic Actions

2021-2022 Strategic Actions	Impact of 2021-22 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic action did not work as effectively as you would have liked? Why?
Maintain & revise online orientation and intake process including application, digital reading, math and behavioral health assessment	An orientation Team was created along with specific orientation days throughout the week. This helped make orientations meaningful and a collaborative effort amongst staff.

Reach out to middle schools and recruit more graduating 8th graders/rising 9th graders--especially those who have experienced setbacks in middle school.	- Two recruitment staff have been hired who have been attending 8th grade option fairs and they have been doing orientations.
Reach out to ninth and tenth graders--especially those who are "off-track" and could benefit from an alternative high school experience.	-We have been in contact with vice principals and counselors from different high schools in Oakland.
For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below	
2022-2023 Strategic Actions - What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?
Reimplementation of 'Get Informed Friday'	-Well defined schoolwide assignment and rubric developed collaboratively with Teachers, Principal, and Board Academic Committee.designed collaboratively in PLC; -Emerging implementation of schoolwide google classroom to collect student work and evaluation data. (this is how we collect evidence for Measure N); -Schoolwide implementation of Get Informed Fridays facilitated by students, schoolwide use of Evaluation & Scoring Document for GIF -In support of Graduate Capstone project, students get to present 9 times per year in all grades;
Increase student participation in Worker Owned Wednesday Program (WOW!) from 85% to 95%	- As was completed in previous years such as 2021-2022, all students will participate in a mandatory Community Based Organization (CBO) exhibition (Back '2' School Social Justice Exhibition) at the beginning of the Fall term. From here every student will be expected to sign up for at least 1 internship or community based organization's project. - Rebuild work experience class - Internship & College Readiness Coordinator will meet with student throughout the first weeks of school to ensure that all students are working with an organization. - Internship & College Readiness Coordinator will reach out to staff to ensure that Counselor Teacher Mentors (CTM's) are aware of internship and that their students are participating on a weekly basis. -Internship & College Readiness Coordinator will work with supporting staff and CTM's to make regular calls to families if their student is not participating
Create and maintain a Dual Enrollment program with Foothill College	- Complete MOU with Foothill College and Street Academy Foundation Board. - Work with Dual Enrollment Instructor to provide instruction for up to 20 students during the 2022-2023 school year. - Invite Instructor to attend "Back '2' School Social Justice Fair. - Internship and College Readiness Coordinator (ICRC) will ensure students are participating in class. - ICRC will work with Instructor to maintain a healthy class environment.
Increase student participation in the "Education Pipeline" with Holy Names University	- A representative from Holy Names will attend the "Back '2' School Social Justice Fair." - A minimum of 5 students will be identified for the education pipeline. - Throughout the year, representatives from Holy Names will travel to Street Academy to work with the Identified students. - Internship and College Readiness Coordinator (ICRC) along with Staff and Counselor Teacher Mentor (CTM's) will ensure that students are participating in the program.
Budget Analysis of 2021-2022 Measure N Budget	
Impact of 2021-2022 Budget Expenditures - What did you find was the most effective use of resources towards your goals and strategic actions and why?	
The most effective use of resources towards Street Academy's Strategic actions is the hiring of our Internship and College Readiness Coordinator (ICRC). The ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internships placements, increases student access to work-based learning opportunities, college and career exploration. The ICRC is the point person for the Holy Names Education teacher pipeline project, dual enrollment, and concurrent enrollment. It is also the ICRC's duty to plan work-based learning events such as 'The Back to School Social Justice Option Fair', Career Day (with jobs that align with our pathway), End of Program Student Exhibitions, WBL Classroom presentations, and other WBL duties as assigned.	
2022-2023 Budget Expenditures	
2022-2023 Budget: Enabling Conditions Whole School	

BUDGET JUSTIFICATION For All Budget Line Items , enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE , please also make sure to respond to the additional Budget Justification questions outlined in the EIP Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Contract with Street Academy Foundation for a 1.0 FTE Internships & College Readiness Coordinator (ICRC). This position leads the development and evolution of our Education Child Development & Family Services Pathway. The ICRC's major duties are: to plan, design, implement and evaluate the Street Academy's pathway aligned to core academic programs and industry standards. The ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internships placements, increases student access to work-based learning opportunities & college and career exploration. Focus of internships is to provide students with work based learning experiences aligned with our Education Child Development & Family Services Pathway. The ICRC will be the point person for all things related to our Holy Names University Teacher Education Pipeline project. This will benefit 100 percent of our student body.	\$55,000.00	5825	Consultant Contracts			Education, Child Development & Family Services
Consultant Contract with the Street Academy Foundation to process and pay-out the Extended Contracts for the Counselor Teacher Mentor & Staff that work beyond contracted hours to continue curriculum design and development work in support of integration of our Education Child Development & Family Services Pathway. The planned objective is for these teachers to receive additional hours of collaboration time and professional development to become proficient in regards to our pathway goals, structures, curriculum, internships etc and begin to understand how to integrate these into their curriculum and other aspects of the school. 100% of our student body will benefit from these extended hours. Budget Calculation: 4 staff members x 15 hours per trimester x 3 trimesters at an hourly rate of \$15.66 = \$2,818.80. Benefits are not included as staff benefits come out of Street Academy's foundation general funds.	\$2,819.32	5825	Consultant Contracts			Education, Child Development & Family Services