



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Street Academy
CDS Code: 1612590130179
Principal: Gina Hill
Date of this revision: 6/10/2016

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

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

Contact: Gina Hill	Position: Principal
Address: 417 29th Street	Telephone: 510-874-3630
Oakland, CA 94609	Email: gina.hill@ousd.org

The District Governing Board approved this revision of the SPSA on:

6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Street Academy

Site Number: 313

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

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

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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

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

- | | | |
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| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
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Signatures:

_____ Print name of School Principal	_____ Signature	_____ Date
_____ Print name of SSC Chairperson	_____ Signature	_____ Date
_____ Print name of Network Superintendent	_____ Signature	_____ Date
_____ Ruth Alahydoian, Chief Financial Officer	_____ Signature	_____ Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site: Street Academy

Site Number: 313

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

[illegible]

2016-2017 Final Budget**Programs Included in This Plan**

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

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

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

ABOUT THIS SCHOOL

School Description

Founded in 1973, the Oakland Emiliano Zapata Street Academy's (OEZSA) vision is to provide students a small, safe 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. Curriculum is designed to challenge, engage, and prepare our youth to graduate ready for college, career or job. All students participate in our core day and after school program. Class schedules are tailored to the individual needs of the student to address those needing credit recovery, enrichment and/or extracurricular activities such as fine or physical arts.

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 participate in service learning, 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 inside and outside of the classroom.

Students develop empathy through participation in restorative justice talking circles as well as learning to challenge viewpoints respectfully as participants in debate and other structured academic discussions. Students learn by doing. Presentation skills are refined as all students are expected to complete Political Action Units by participating in community organizing. Once a senior, all must complete a rigorous English 4 Senior Action Research Project.

Street Academy is unique. All staff have voice and we meet three times each week to inform decision making, to evaluate the program, and to share best practices in collectively planned and facilitated professional development. In addition, OEZSA has solved what is probably the greatest problem of American secondary schools - the anonymity and adult/student disconnect of the 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 on jobs, college, and health when needed; and keeping 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 extremely rare. Street Academy averages 1-2 fights per year.

School Mission and Vision

ACADEMIC ACHIEVEMENT: Students who would have otherwise dropped out of high school become college eligible and are prepared for a career after graduation.

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 curriculum that is culturally relevant and emphasizes 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 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.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
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	50.5%	49.5%	79.0%	15.3%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	94.0%	17.1%	13.0%	24.0%
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	58.6%	0.9%	7.2%	25.2%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	0.9%	3.6%	2.7%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Students have an awareness of what they need and why they enroll in Street Academy. They request and complete credit recovery options including summer school, concurrent enrollment, APEX and a fifth year of school.	1) Students enroll at Street Academy with credit deficiencies and are often not able to catch up at the expected pace. 2) We have experienced a higher degree of student attrition to continuation schools that do not offer college preparatory courses	1) Students do not have an adequate understanding of the academic and time requirements to earn the diploma. Many students who are motivated to participate in credit recovery opportunities, such as APEX, they lack the skills in reading to complete such courses. Students also lack adequate basic skills to take advantage of both the credit-recovery and college-preparatory requirements, and need well-trained CTM's to guide their individualize academic experience. This requires structured and consistent professional learning that teaches best practices for academic acceleration. 2) Student attrition is due to a number of factors, including the stigma associated with not earning a diploma "on time" (our unique structure means that some students success plans include agreeing to a fifth year, which is not reflected in our official completion rates). There are also misconceptions about the work required in order to accomplish a diploma. This is due in large part to a majority-new teaching staff and the resulting impact on the Counselor-Teacher-Mentor model, requiring new training for all the teachers. Teacher turnover (and thereby CTM turnover) interrupts the professional learning cycle as well as the cycle of relationship building required to retain and re-engage our challenged youth in school. There is a deep level of commitment required of each CTM and each staff member, that has to be rebuilt over and over again as new staff enter the school.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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Students have identified a desire to earn a diploma and go to college despite the fact many enrollees have fallen behind on credits	Although students are enrolling in 2-year colleges, there is a significant dip in admissions to 4-year colleges and universities. Many students who are accepted do not enroll, and anecdotal information suggests that many who do enroll do not complete the degree. Our students are less informed and prepared than in the past.	- Street Academy's vision is to provide a space for youth who have gotten off track to get on track and get a diploma. The college going culture which previously existed at Street Academy has deteriorated as a result loss of access to consistent college counseling from EGC/TRIO due to budget cuts, teacher turnover, recent change in leadership and ineffective response to students enrolling not only in need of credit recovery but skill "recovery" too. Our survey of adults, youth and focus groups with teachers, staff and families revealed that 95% of students express that they want to go to college however, only about 10-15% have been on a college campus and even less realize what the application process entails. All of this has intensified the need for more support with college literacy for youth and families, negotiating the UC & CSU applications maze, understanding FAFSA and college literacy for students and families, etc. At the Street Academy we realize that in order to fulfill our vision and mission, we are called upon to provide a full service community schools model which balances sensitivity for the diverse populations we serve with strict clarity of focus in defining the level of partnership required through our orientation process.
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Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Street Academy works hard at building, strengthening and deepening youth-to-adult relationships. Students report frequently that they have a positive relationship with 1 or more adults on campus. They self report and parents agree that they are attending much more regularly than at previous school. Students willingly participate in Tranformative Life Skills (mindfulness) and Restorative Justice reducing suspensions.	Apathy and behavior issues interrupts learning resulting in low performance as 1) Students regularly come to school hungry, tired, and malnourished; 2) Many students choose to self-medicate with marijuana; and 3) Parent participation has diminished over the years.	1) Arriving to school hungry and malnourished is caused by the fact that over 90% of our youth are dealing with the traumatic effects of poverty, including food insecurity. This is compounded by the fact that the food served at our site is of the lowest quality in the district and our kitchen and dining capacities ar eseverely limited. Students have voiced a strong dissatisfaction with breakfast/lunch choices at Street Academy and over 70% of students choose to eat from the corner store before or after school. 2) Peer pressure, easy availability, and misinformation regarding current marijuana legalization laws in Oakland all contibute to daily marijuana use among many students. Although we are referring our students with substance issues to our TUPE counselor, he is only on site once a week. This limited and sporadic intervention fails to engage families in a consistent or holistic way. 3) Veteran teachers with longstanding systems for family and community participation have retired, while other more immediate challenges consume the time and energy of new teachers to do this work.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
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All students are enrolled in A-G core classes with an increasing percentage earning full credit each term. They are fully engaged when curriculum is social justice focused and culturally relevant; and when it is active and experiential. Students demonstrate higher order thinking through presentation, debate, and academic discussion.	According to SRI data few students are reading on grade level and according to Khan Academy, a majority of students are one subject behind in mathematics. Student gains in earning full credit are smaller than expected.	Our school provides entry diagnostic testing in Algebra and requires a writing sample for each student but isn't prescriptive with the results. For example, if a student demonstrates a need for math intervention, there is not structured Math Bootcamp for new enrollees so the gaps in their education begin to be filled. We believe this unique support lies in building strong professional learning and coaching structures that bring new CTM up to speed while returning teachers continue to grow as enrollment increases along with the demands of our work....Our school is currently implementing the use of Khan Academy throughout Math & Science for individualized Math acceleration. The Humanities team is implementing the use of Achieve 3000 for individualized reading acceleration. We are only in our first year of implementation and have engaged in only a few cycles of data analysis in our professional learning cycle. While we have a professional development plan for learning to use these new technologies to their fullest capacity and aligning them with our curriculum, the root cause of not engaging in this work is a lack of faculty time and funding.
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SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Please forward your WASC report to Joanna.Vazquez@ousd.org and she will populate this section. (Related to LCAP Goal)
- Continued implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extra-curricular activities. (Related to LCAP Goal 1: Graduates are college and career ready.)
- Devote time for professional development for all instructional staff; specifically focusing engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities. (Related to LCAP Goal 3: Students are reading at or above grade level.)
- Work with OUSD to acquire funds to support Educationally Related Mental Health Supports (Related to LCAP Goal 5: Students are engaged in school everyday.)
- (Related to LCAP Goal)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
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Graduate Outcomes:	Increase the number of students earning full credit by 5% each term through application of the 2-Week Accountability Cycles and frequent celebration of student success.	5: Students are engaged in school everyday.	Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.
Post-Secondary Readiness:	Increase number of graduates enrolling in colleges and universities by hiring a college counselor / internship coordinator to re-build college going culture and partner with CBO's to provide all students with work based / service learning opportunities.	1: Graduates are college and career ready.	* Devote time for professional development for all instructional staff; specifically focusing on engaging students in Common Core related instructional activities in electives, reading, writing, history, science, and math. There exists a need to emphasize on-demand critical thinking activities.
Climate and Culture:	1) Implement the design plan, in partnership with OUSD Nutrition Services and current CBO's, to build our on campus Urban Food Forest and kickstart a healthy eating campaign through our Growing Justice gardening class. 2) Hire/Maintain current Restorative Justice Coordinator to lead and train adults students and families in RJ principles for a more transformative culture and climate. 3) Hire/Maintain Niroga Yoga partnership to provide in class TLS (dynamic mindfulness) to students and families.	6: Parents and families are engaged in school activities.	Work closely with the Oakland Unified School District to access support for College & Career Readiness and Educationally Related Mental Health Services for students.
Rigorous Academics:	Increase student retention, teacher retention and college enrollment rates by providing professional learning/coaching for teachers to implement Blended Learning and Project-Based Learning to increase literacy and Math achievement.	2: Students are proficient in state academic standards.	Continued implementation of the school's Action Plan; specifically the key strategies such as support for English and math achievement and student engagement in extra-curricular activities.

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	A-G Completion	All Students	- All students will increase the number of credits earned each term	-35% will earn full credit Fall Term; -40% will earn full credit Winter Term; - 45% will earn full credit Spring Term	5: Students are engaged in school everyday.	Number of Students Enrolling in Four-Year Colleges
Post-Secondary Readiness:	Culture/Climate: Student	All Students	All 12th Grade students participate in WBL / Internship opportunities for 1 Trimester; Some 11th, 10th & 9th graders participated in WBL/Internship Opportunities for at least 1 Trimester	All students will engage in some WBL/Internship opportunity	1: Graduates are college and career ready.	Percent of Students Leaving
Climate and Culture:	Social Emotional Learning	All Students	- 100% of students report being dissatisfied with OUSD lunches - Part time RJ Coordinator hired - 90% of Teachers are practicing TLS daily in the classroom	- 70% of students will report being dissatisfied with OUSD lunches - Full Time Rj Coordinator will be hired - 100% of teachers practicing TLS daily in the classroom	6: Parents and families are engaged in school activities.	Percent of Students Leaving
Rigorous Academics:	Culture/Climate: Staff	All Students	-All students will increase Lexile Levels by 1 grade by end of school year. - We will see 5% gains in mastery of Khan Academy missions each week	All students will increase Lexile Levels by 1 grade by end of school year. We will see 5% gains in mastery on Khan Academy missions each week	2: Students are proficient in state academic standards.	SRI

School Theory of Action

Linked Learning will allow our small school to strengthen its existing path into community organizing and development. If we balance our deeply-rooted strategies for student-centered, culturally and politically relevant, and experiential learning with professional learning foci on Social Emotional Learning, data driven math and ELA acceleration strategies, we will create capable, critical, and engaged students. This will increase student retention, college admission, and college success and will strengthen our school's tradition of creating change-makers in public service, community organizing, arts, and education.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
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Instructional Improvement Strategy:	<p>1) In year 1, teachers will focus on literacy across content areas via multiple forms of learning to increase engagement. 2) In year 1, through application of blended learning and PBL strategies, teachers will engage in cycles of inquiry based on data collected from Khan Academy in Mathmatics, Achieve 3000 in Humanities and biweekly progress reports to inform 2 Week Accountability Cycles of Tutoring. 3) Years 2 & 3 will will build on year 1 work to engage students in producing year end project exhibitions focused on relevant social justice issues.</p>	<p>Students will increase reading level by a minimum of one grade per year as measured on SRI and will develop mastery of grade level math as measured on Khan academy.</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>
Culture & Climate Improvement Strategy:	<p>1) In year 1 we will immediately mobilize students, families and staff to collaborate with Oakland Unified School District Nutrition Services to provide higher quality food options for our high school aged youth. 2))We are entering year 2 of building our collective knowledge of restorative practices by maintaing Restorative Justice Coordinator position; expanding scope of Circle Keepers elective course by increasing number of participants and integrating parents/families. 3)In year 2/3 we will establish all adults/ all students/all family member RJ circles for Communtiy building, Repair and Re-entry Restorative Justice Practices. 4) In year 2/3 we will integrate transformative experiences through the use of diverse healing modalities that include TLS, somatics and other trauma informed practices.</p>	<p>Provide Transformative Life Skills, and Restorative Justice for all students.,</p>	<p>Personalized Student Support</p>	<p>Equity/Access/ Achievement</p>

Pathway Development/ Implementation Strategy:	Re-establish college going culture at Street Academy by hiring a college and career counselor/ internship coordinator to collaborate with BAYPeace to provide all students access to critical engagement and problem solving opportunities through real-world materials in our Social Justice Careers class and/or structured internships/work based learning structure called "Workforce Wednesdays". We will also fund a teacher to develop global intership patnrships for students to engage in transformative international travel opportunities	Hire a college counselor / internship coordinaton to increase student engagement in career and college readiness,	Personalized Student Support	Work-Based Learning
New or Emerging Design Feature #1:	Our long time partnership with BAY Peace will expand to increase student access to careers exploration, the development of job readiness skills and will strengthen our internships/service learning model through the creation of "Workforce Wednesdays."	Hire a college counselor / internship coordinaton to increase student engagement in career and college readiness,	Career Technical Education	Work-Based Learning
New or Emerging Design Feature #2:	Teachers will engage in professional learning and cycles of inquiry around implementation of Blended Learning strategies utilizing Achieve 3000 and Khan Academy online learning tools.	Increase student engagement and love of reading while increasing Lexile Levels by 1 grade level per student, per year	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Design Feature #3:	In an effort to re-engage marginalized youth in school, teachers will receive training and coaching in Project Based Learning strategies to create a learning environment for young people that no longer compartmentalizes skills but rather makes skill building relevant through immediate application to relevant projects that feel important to students.	Hire a college counselor / internship coordinaton to increase student engagement in career and college readiness,	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #1:	CTM (Counselor, Teacher, Mentor) / "advisory" applies core tennets of Restorative Justice and SEL to foster strong relationships between youth, adults, and families, providing academic and emotional support while holding students accountable and maintaining consistent communication with families around co-constructing student success / progress.	Students will earn full credit in all courses.	Personalized Student Support	Equity/Access/ Achievement

Established Signature Element #2:	Year Round, 2 Week Accountability Cycles provide consistent communication to students and families about academic progress and is a data driven tool to place students in structured, individualized tutoring/intervention to accelerate basic skills and increase student access to A-G curriculum.	Students will earn full credit in all courses.	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
Established Signature Element #3:	Our in class Tranformative Life Skills or "dynamic mindfulness" is integrated throughout the school to support student development of self awareness, self management and social awareness	Provide access to Transformative Life Skills for all students.	Personalized Student Support	Work-Based Learning

