

## MEASURE N COMMISSION

1000 Broadway, Suite 680  
Oakland, CA 94607-4099



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools. Thriving Students*

### Measure N - College & Career Readiness - Commission

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## Memo

**To** Board of Education  
**From** Measure N Commission  
Jason Gumataotao, Chairperson  
Louise Waters, Vice Chair  
Whitney Dwyer, Secretary  
Emma Paulino, Member  
James Harris, Member

**Board Meeting Date** May 4, 2021

**Subject** Measure N Commission 2021-2022 Education Improvement Plan and Assessment  
Services For: Street Academy

**Action Requested and Recommendation** Approval by the Board of Education of the 2021-2022 Education Improvement Plan and Assessment for Emiliano Zapata Street Academy as "Approved - Developing and Implementing" in an amount not to exceed \$82,575.57.

**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**

- 2021-2022 Measure N Education Improvement Plan
- 2021-2022 Measure N Education Improvement Plan Assessment

**2021-2022 MEASURE N BUDGET**School: **STREET ACADEMY**Site #: **313**

Resource	Allocation	Total Expended	Total Remaining
Measure N	\$82,575.57	\$82,575.57	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
313-1	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
313-2	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 an 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
313-3	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

313-4	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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<b>School:</b>	<b>STREET ACADEMY</b>	<b>School ID:</b>	<b>313</b>
<b>School Description</b>			
<p>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 &amp; Community Organizing Pathway by engaging in meaningful work-based learning opportunities in the nonprofit industry on Workforce Wednesdays.</p> <p>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.</p> <p>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.</p> <p>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.</p>			
<b>School Mission and Vision</b>			

**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.

### 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%		
Four-Year Cohort Dropout Rate	48.1%	Not Available	40.0%	Not Available Yet	20-21 Data + 5%		
A-G Completion	69.2%	Not Available	75.0%	Not Applicable	Not Applicable		
On Track to Graduate- 9th Grade	38.9%	Not Available	70.0%	Not Applicable	Not Applicable		



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%		
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%		
Percentage of students in Linked Learning pathways	100.0%	100.0%	100.0%	Not Available Yet	20-21 Data + 5%		
<b>Target Student Population Indicator (Latinx Students)</b>	<b>18-19 Baseline Data</b>	<b>19-20 Data</b>	<b>20-21 Goal</b>	<b>20-21 Data</b>	<b>21-22 Goal</b>	<b>21-22 Data</b>	<b>22-23 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	30.8%	Not Available	50.0%	Not Available Yet	20-21 Data + 5%		
Four-Year Cohort Dropout Rate	69.2%	Not Available	50.0%	Not Available Yet	20-21 Data + 5%		
A-G Completion	23.1%	Not Available	30.0%	Not Applicable	Not Applicable		
On Track to Graduate - 9th Grade	Not Available	Not Available	70.0%	Not Applicable	Not Applicable		
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%		
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%		
Percentage of students in Linked Learning pathways	100.0%	100.0%	100.0%	Not Available Yet	20-21 Data + 5%		

**ROOT CAUSE ANALYSIS**

<b>Indicator</b>	<b>Strengths</b>	<b>Highest Leverage Challenge</b> <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<b>Root Cause Analysis</b> <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**

<a href="#">Using the Measure N Self Assessment Rubric, assess the following:</a>	Evidence of Strengths	Areas For Growth	Next Steps
<b>Rigorous Academics</b> (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
<b>CTE</b> (pages 3,4,5 of rubric)	1 Teacher enrolled in CTE certification course	Increase number of teachers with CTE credential; Increase teachers	Provide funding to support teachers pursuing CTE Credential
<b>WBL</b> (page 6 of rubric)	Internship participation numbers are high	9th graders require more intensive preparation for off campus	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						
Pathway Quality Strategic 3 Year Goal		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						
Strategic Actions 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)



<b>Internships &amp; College Readiness Coordinator-</b> 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
<b>Summer Pathway Institute Teacher Stipends:</b> 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
<b>Summer Pathway Institute Facilitator Fee:</b> 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	
<b>Internship Community Partners:</b> 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
<b>Pay CTM &amp; Staff Committee Member Stipends to lead Pathway Development</b> [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
<b>Restorative Justice (RJ) Culture Keeper Coach:</b> 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



<b>Purchase supplies and refreshments for Back 2 School Social Justice Fair &amp; End of Program Social Justice Exhibitions.</b> 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
<b>Pay for transportation to Pathway Field Trips to:</b> 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		
<i>Pathway Quality Strategic 3 Year Goal</i>	<b>What actions did you take that improved outcomes? How do you know you were successful?</b>	<b>What will you do different next year to continue to improve?</b>
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.
<b>For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:</b>		



<b>Strategic Actions</b> - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?		<b>What evidence will you look for to know you are successful?</b> - 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'.					
<b>Budget Analysis of 2020-2021 Measure N Budget</b>							
<b>Impact of 2020-2021 Budget Expenditures</b> - 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.							
<b>Budget Expenditures</b>							
<b>2021-2022 Budget: Enabling Conditions Whole School</b>							
<b>Budget Justification:</b> <i>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.</i> - 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?		<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>
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<b>Consultant Contracts with Community Based Organizations to provide student internships and training in Education Child Development and Family services.</b> 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 an 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
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## Measure N 2021-2022 Education Improvement Plan Assessment

### Street Academy

#### Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Completed Measure N EIP Presentation
- ✓ Submitted Linked Learning 4 Pillars Pathway
- ✓ Silver Certification Status

#### Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<b>Evidence of Comprehensive Pathway Program (<a href="#">Measure N Self Assessment</a>)</b> <ul style="list-style-type: none"><li>• Rigorous Academics Integrated in Pathway</li><li>• Integrated Students Supports</li><li>• Work Based Learning</li><li>• Industry Theme and CTE Sequence</li></ul>	<b>Score: 4</b> <b>Rationale:</b> <ul style="list-style-type: none"><li>• Clear evidence of the 4 pillars in all curriculum throughout the school.</li><li>• Work Based learning opportunities are in place that support the pathway.</li></ul> <b>Feedback for continued progress monitoring:</b> Continue to develop ways that incorporate the necessary rigor.			





Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Strategic Goals</b> <ul style="list-style-type: none"> <li>Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year</li> <li>Alignment between schoolwide goals and Measure N priorities is evident</li> <li>For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li> <li>The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme</li> <li>The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation</li> <li>The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N</li> </ul>	<b>Score: 3</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>Identified Goals support student outcomes and the continued development of work based learning opportunities.</li> <li>Clear practices that support a wall to wall pathway.</li> </ul> <b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"> <li>Continue identifying goals that support Career Awareness and Preparation.</li> <li>Review the impacts of shifting from Distance Learning to In-Person Instruction.</li> </ul>			
<b>Strategic Actions</b> <ul style="list-style-type: none"> <li>Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars</li> <li>Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar</li> <li>Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar</li> <li>Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</li> <li>Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> <li>For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li> </ul>	<b>Score: 3</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>Clear strategies that are meeting pathway goals.</li> <li>Strategies are embedded in everyday practices that improve outcomes for students.</li> </ul> <b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"> <li>Continue reviewing practices that support data driven strategies.</li> <li>Continue to review strategies as that may or may not impact a shift from Distance Learning to In-Person instruction.</li> </ul>			



**Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan**

<b>Category</b>	<b>Compliant &amp; Aligned</b>  4	<b>Compliant Partially Aligned</b>  3	<b>Non-Compliant</b> <ul style="list-style-type: none"><li>• Supplanting</li><li>• Not Allowable</li></ul> 2	<b>Missing</b>  1
<b>Budget</b> <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i> <ul style="list-style-type: none"><li>• Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan</li><li>• Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li><li>• Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N</li><li>• Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available</li><li>• Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li><li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li></ul>	<b>Score: 4</b>  <b>Rationale:</b> <ul style="list-style-type: none"><li>• Budget expenditures align with the continued development of the pathway.</li><li>• Expenditures are in addition to other funding not replacing funding.</li></ul>			

**Final Recommendation**

**Approved - Developing and Implementing**

*School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum*

*School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan*





**Strengths:**

- School has identified clear goals that lead to student success.
- Continuing to look for ways to use data to review strengths in the pathway.

**Key Questions:**

- How will the shift from distance learning to In-Person instruction impact continued pathway review and improvement.

**Budget Feedback:**

- Continue strengthening ways that support pathway development.
- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification. Measure N Staff can also share them if need be.

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Continue building out a plan for Teaching experiences for students.	Principal and Pathway Team.	Work Based Learning Plan.	Fy 2021-2022
Ensure when entering Measure N expenditures in Escape that you include a justification that is aligned with your Measure N EIP. Additionally, attach all of the supporting documents required for submission and approval.	Principal Administrative Assistant Pathway Coach		Ongoing FY 2021-2022