

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –
College & Career Readiness Commission**

David Kakishiba, Chair
kakishiba@gmail.com

Marc Tafolla, Vice Chair
marctafolla@gmail.com

Katy Nuñez-Adler, Secretary
katynunez.adler@gmail.com

James. Harris, Member
james@510media.com

Gary Yee, Member
Yeega125@gmail.com

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Oakland Emiliano Zapato Street Academy

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Oakland Emiliano Zapato Street Academy as “Approved,” with a base allocation of \$37,885.71 and a strategic carryover of \$24,930.23 total allocation not to exceed \$62,815.94.

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
Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan - Oakland Emiliano Zapato Street Academy
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - Oakland Emiliano Zapato Street Academy

2024-2025 MEASURE H BUDGET			
Effective: July 1, 2024 - June 30, 2025			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$37,885.71	\$37,885.71	\$0.00
<i>[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2022-23 (48), multiplied by the percentage of Oakland residents in 2023-24 (92.9%), multiplied by the per pupil amount of \$850.</i>			

School: OAKLAND EMILIANO ZAPATA STREET ACADEMY

Site #: 313

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
313-1	<p>Consultant Contract: with Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC). The ICRC 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 and align it to core academic programs and industry standards. The ICRC ensures that Street Academy is working towards achieving the strategic 3 year goals and strategic actions. Furthermore, 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 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 designing our new Teacher Education Pipeline project due to the Holy Names Closure. This will benefit 100 percent of our student body. (Additional Fees associated with this position are budgeted in the 2023-2024 Strategic Carryover.)</p>	\$37,885.71	5825	Consultant Contracts			Whole School

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: OAKLAND EMILIANO ZAPATA STREET ACADEMY

Site #: 313

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$60,855.07	\$60,855.07	\$0.00

**Funding Allocation is based on school's highest attendance reported in 2021-22 (76), multiplied by the percentage of Oakland residents in 2022-23 (94.2%), multiplied by the per pupil amount of \$850.*

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
313-1	<p>Consultant Contract: with Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC).</p> <p>The ICRC 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 and align it to core academic programs and industry standards. The ICRC ensures that Street Academy is working towards achieving the strategic 3 year goals and strategic actions. Furthermore, 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 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 designing our new Teacher Education Pipeline project due to the Holy Names Closure. This will benefit 100 percent of our student body. (Additional Fees associated with this position are budgeted in the 2022-2023 Strategic Carryover.)</p>	\$42,128.69	5825	Consultant Contracts			Education, Child Development, and Family Services
313-2	<p>Supervisor & Administrative Salaries: Hire a Pathway Coach at 1.0 FTE. The Pathway Coach will support our school with building/maintaining industry relationship, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach supports all of the Alternative Education Schools by ensuring our access to community college opportunities for youth. The Pathway Coach will ensure fidelity with programming, transition, graduation rates, and dropout rates. All of the students will be impacted because the pathway coach will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career.</p> <p>PCN 2803, Lauren Reid (Salary & Benefits Costs)</p>	\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Education, Child Development, and Family Services

School Name:	Oakland Emiliano Zapata Street Academy	Site #:	313
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Pathway Name(s):	Education, Child Development & Family Services
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School Description

The vision of Oakland Emiliano Zapata Street Academy (OEZSA/Street Academy) is to prevent drop/push outs by providing youth a small, safe high school with a social justice focused, college preparatory education. Youth placed at high risk due to a variety of social determinants can work hard for a "second chance" to earn a diploma here. Curriculum is designed to challenge, engage, and prepare our youth to graduate ready for college, career or job. All students are enrolled in A-G required courses during the core day. In the afternoon, class schedules are tailored to the individual needs of students. Afternoon program provides credit recovery, enrichment and/or extracurricular activities such as fine or physical arts and tutoring. Every student participates in our Social Justice & Community Organizing Pathway by engaging in meaningful work-based learning opportunities in the nonprofit industry on Workforce Wednesdays.

Street Academy teachers ascribe to the philosophy of what Enrique Trueba refers to as "pedagogical optimism." This is the belief that, through education, we can make the world a better place. All students are required to complete 60 hours of community service, and all are enrolled in A-G required classes which includes our A-G approved Ethnic Studies courses. We are the "Street" Academy because education happens or should happen inside and outside of the classroom. Students learn by doing. Presentation skills are refined through participation in Get Informed Fridays, political consciousness raising activities and reflection. Students earn Political Action Units by participating in these political consciousness raising activities and community organizing events. Once a senior, all must complete a rigorous English 4 Senior Action Research Project. Through participation in restorative justice talking circles, students develop empathy and learn to challenge viewpoints respectfully as participants in debate and other structured academic discussions.

All staff have voice and we meet three times each week to inform decision making, to evaluate the program, and to share best practices on how to best support individual student's success. Street Academy has solved what is probably the greatest problem of American secondary schools - the anonymity and adult/student disconnect of factory-model high schools. The Counselor Teacher Mentor advisory structure fosters strong relationships between youth and adults. The "consulting teacher" is a real force in our youngsters' lives, holding students accountable for minor wrongdoing; providing advice about course schedule, jobs, college, and health when needed. The CTM keeps in constant contact with families around progress. The unstated assumption of the consulting teacher system is that each adolescent is worthy of sustained individual attention from a school adult. The CTM, in conjunction with the student, manages a contract that travels from class to class so academic and behavioral data is collected and shared daily with student, CTM and family.

In addition, CTM and staff rely on their training in the principles of Restorative Justice talking circles to build community and to establish alternative ways to repair harm while simultaneously addressing the social emotional needs of youth through Transformative Life Skills (dynamic mindfulness). This combination contributes to an intentional school culture and climate where violence is rare. Since its inception in 1973, Street Academy has averaged 1-2 fights per year.

School Mission and Vision

ACADEMIC ACHIEVEMENT: Students who may have otherwise dropped out of high school become college eligible.
 CIVIC ENGAGEMENT: Students are taught to take responsibility for themselves, others, and the improvement of society by actively engaging in struggles against oppression in all its forms.
 RESPECT: Students learn to respect themselves and others while the Counselor Teacher Mentor (CTM) establishes genuine relationships with youth built on high expectations and mutual respect.
 RESPONSIBILITY: Students are inspired by culturally relevant curriculum emphasizing social justice.
 UNITY: Since 1973 the Street Academy community has remained united in the struggle to provide exceptional education for all students. We celebrate our diversity through our unity as a Street Academy family.

Consistent with Street Academy's founding purpose, our educational philosophy states that we believe education must accomplish the following:

- Education today must challenge our youth to recognize that a fundamental goal of learning has always been and continues to be: "Know Thyself." This concept means that we must all accept that individuals are unique, physical, mental, and spiritual beings and that we are also interrelated and mutually dependent on each other for survival. Self knowledge also makes the student aware that s/he is a part of a cultural and her/ historical reality which will continue to shape not only her/his own life and future, but the lives of future generations.
- Education today must inspire young people to struggle for change in themselves and in their society. Viable alternatives to violence, materialism, and alienation must be offered. Above all, education must help young people to put into action the ideas and values which can transform their lives in visible ways.
- Education must be conducted in a fashion where adults and young people are participants in the learning process, where teachers are students and students are teachers; where the experiences of young people are a vital part of the school curriculum; and where young people in fact have substantial influence on this curriculum.
- Education must challenge the students to recognize their responsibilities to their families, their community, and their world. Such an education will reinforce these ties by incorporating parents and community members into its operations and into its curriculum.
- Education should focus on creating responsible, self-determined, successful, and empowered individuals. The goal of the Street Academy will be fulfilled if the students educated here become the leaders, parents, innovators, and the creators of a tomorrow free of the social, cultural, and economic strife which has dictated and shaped so many of the harsh realities which determine the lives of students today.

School Demographics

2023-24 Total Enrollment Grades 9-12									56	% Current Newcomers
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe	
	42.9%	57.1%	92.9%	98.6%	12.5%	10.7%	17.9%			
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	46.4%	1.8%	1.8%	41.1%			1.8%	5.4%	1.8%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Female				

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators.

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	51.7%	28.6%	53.0%	TBD	54.0%		55.0%
Four-Year Cohort Dropout Rate	10.3%	9.5%	9.8%	TBD	9.0%		9.0%
A-G Completion Rate (12th Grade Graduates)	4.3%	11.1%	8.6%	TBD	12.9%		18.0%
On Track to Graduate - 9th Graders	5.9%	TBD	16.0% [1]	TBD	32.0% [2]		48.0% [3]
9th Graders meeting A-G requirements	5.9%	TBD	16.0%	TBD	32.0%		48.0% [4]
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	16.4%	0.0%	25.0% [5]	TBD	37.5%		50.0% [6]

Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	9.1%	6.1%	Not Applicable Yet [7]	4.8%	15.0% [8]		20.0% [9]
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	25.0%	TBD	37.5%		50.0% [10]
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	15.0%	TBD	22.5%		31.0% [11]
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	25.0%	TBD	25.0% [12]	TBD	25.0%		25.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	5.0%	TBD	25.0% [13]	TBD	30.0%		35.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	44.4%	30.8%	45.0%	TBD	47.7%		50.0%
Four-Year Cohort Dropout Rate	11.1%	0.0%	11.0%	TBD	10.5%		10.0%
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	7.0% [14]	TBD	14.0%		21.0%
On Track to Graduate - 9th Graders	TBD	TBD	20.0%	TBD	25.0%		30.0%
9th Graders meeting A-G requirements	TBD	TBD	25.0% [15]	TBD	30.0%		50.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	18.2%	0.0%	25.0% [16]	TBD	37.5%		50.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	15.2%	11.1%	Not Applicable Yet [17]	9.1%	Not Applicable Yet		25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	10.0%	TBD	12.5%		15.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	25.0%	TBD	35.0%		40.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	41.7%	TBD	16.6% [18]	TBD	24.9%		24.9%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	8.3%	TBD	16.6% [19]	TBD	33.3%		41.7%

ROOT CAUSE ANALYSIS
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator	Strengths	Challenges
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	The Counselor Teacher Mentor (CTM) model greatly influences the graduation rate of our Four-Year cohort graduation rate. Through collaboration with the College Readiness Coordinator, each CTM ensures that their students are on track to graduate and that they have a post high school plan. The CTM works with the students' families by holding tri-yearly family meetings the ensure that the families are included on the students plans.	Many Street Academy students come to the school in the middle of the year and often times students come to the school after 9th grade. This creates a challenge around building a strong Four-Year cohort.
A-G Completion - 12th Grade	Every class offered at Street Academy fulfills an A-G requirement. In addition, every elective offered through the Afterschool Programs (in partnership with Bay Area Community Resources), and Worker Owned Wednesday Internship Program fulfills credits towards area F and/or are G. This alone ensures that every student who graduates from Street Academy is set to apply to any college directly out of high school.	Students who come to our school in the 12th grade often have a harder time completing their A-G requirements due to the small amount of time they spend in our school.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	CTMs do a great job identifying our small population of off-track 9th graders and supporting them with credit recovery.	9th graders who come to the school typically come in the middle of the year and are already off track when they get here. The struggle is getting them back on track before the end of the school year.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	Street Academy requires that all seniors have a post high school plan set in place before leaving. One Hundred percent of Street Academy students who are eligible will apply to a 2-year or 4-year College before leaving high school. The Counselor Teacher Mentor (CTM) & the College Readiness Coordinator works with the student and their families to apply for college.	We believe that due to the Covid-19 disruption, many students are facing challenges with graduating on time and graduating with GPA's that ensure their ability to apply to CSU's and UC's.

Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Through the Worker Owned Wednesday Program, Street Academy's work based learning program, 100 percent of 12th graders have the opportunity to participate in employer-evaluated internships. Street Academy succeeds at getting seniors to participate in internships by making internships a requirement for English 4 and Graduation.	One challenge that often occurs, is that students struggle to relate and find interest in pathway targeted internships. In other words, the Education, Child Development and Family Services pathway can be restrictive in terms of what can be offered as a part of the Worker Owned Wednesday Program.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

PATHWAY QUALITY ASSESSMENT

<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Teachers are provided collaboration time to integrate CTE curriculum into the academic core course. In addition, we have two rigorous CTE courses. We also have a robust concurrent enrollment program where students attend Laney College for college and high school credit.	Need more early college credit opportunities.	This category will be a priority in our Strategic Goals. We are going to plan development meetings with Peralta Community College System, OUSD stakeholders and our staff to explore programmatic needs.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Internships provided through Measure N funding all fit the school's identified pathway.	We would like to increase internship opportunities directly related to the education profession.	Plan a meeting with out of district school site with similar pathway to gain knowledge from peers.
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	We have a full-time College and Career Readiness Specialist and utilize the Counselor-Teacher-Mentor Model (CTM). Cohorts of students receive ongoing support through their CTM.	We lost our partnership with Holy Names University due to their closing. We would like to develop a new partnership with a local 2-year or 4-year institution to provide career opportunities related to education for our students.	College and Career Preparation and Support - Plan college exploration visits to Merritt College and UC Berkeley and/or Cal State East Bay to initiate partnership.

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

Goal #1: By 2026	By 2026, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.
Goal #2: By 2026	By 2026, we will develop a new pipeline to education career program with a local 4-year institution.
Goal #3: By 2026	By 2026, we will develop a system to identify and track students' college and career interests.

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	Partner with Peralta Community College System to bring college courses in multiple subjects to our site
	Identify teacher to teach dual enrollment courses
	Survey students to determine what classes to bring to our site
	Create a support system to assist the students prior to and during enrollment
Strategic Actions for Goal #2	Identify a 4-year institution with an education department to develop formal partnership
	Develop system to identify students interested in a career in education
	Create structure and identify staff to oversee the program
	Create survey via google forms to collect student interest data

Strategic Actions for Goal #3	Plan career exploration visits based on survey results
	Identify specific colleges and Universities that have program/majors that students are interested in
	Plan more CTE career exploration visits to Peralta Colleges
	Develop and implement annual college and career exploration events off and on campus

Budget Expenditures

2023-2024 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 Budget Justification 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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	

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<p>Supervisor & Administrative Salaries: Hire a Pathway Coach at 1.0 FTE. The Pathway Coach will support our school with building/maintaining industry relationship, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach supports all of the Alternative Education Schools by ensuring our access to community college opportunities for youth. The Pathway Coach will ensure fidelity with programming, transition, graduation rates, and dropout rates. All of the students will be impacted because the pathway coach will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career. PCN 2803, Lauren Reid (Salary & Benefits Costs)</p>	\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Education, Child Development, and Family Services
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2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.	We are not on track to offer one dual enrollment course by 2026. However, we have identified the teacher who would be teaching the course and identified the college that we would partner with. We have also identified two courses that we would like to offer to our students. The problem is creating a time that would work for both the students and the staff. The other issue we are expecting to face would revolve around registration due to the 25 student enrollment requirement which would require us to register almost a quarter the population of our school as it now stands
By 2026, we will develop a new pipeline to education career program with a local 4-year institution.	We are on track to develop a new pipeline by the end of the 2025-2026 school year. We have identified two insitutions that we would partner with. The schools we have been working with are Cal State East Bay and Lincoln University. The Street Academy Foundation Board (SAF Board) has helped in the process of searching for a new school to partner with and has professional connections with both schools. The problem is that our previous pipeline was with a school that has since closed down. The loss of that resource is hindering our ability to build off that existing platform.
By 2026, we will develop a system to identify and track students' college and career interests.	We are on track to meet this goal by the end of next school year (2024 - 2025). We have already identified the staff who will be supporting this effort, and we have identified the class in which we will be conducting this information. The Metamorphosis class that is offered on Wednesdays to all incoming students has supported the creation of this effort by giving us a dedicated class to conduct our surveys and interest forms.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	Partner with Peralta Community College System to bring college courses in multiple subjects to our site	We have reached out to the Peralta CC System and have been informed of the requirements to have a dual enrollment program here at Street Academy. We have missed the registration date to have a dual enrollment class on campus for this school year. We are working to be on track to have at least one dual enrollment class offered by the close of the 2026 school year. We have identified a teacher who is able become a dual enrollment teacher. We are in the process of creating a new College Experience program that will be offered on Wednesday's as a part of the College and Careers efforts of our Worker Owned Wednesday program.
	Identify teacher to teach dual enrollment courses	
	Survey students to determine what classes to bring to our site	
	Create a support system to assist the students prior to and during enrollment	
23-24 Strategic Actions for Goal #2	Identify a 4-year institution with an education department to develop formal partnership	We are on track to accomplish all Strategic Actions. We have identified two separate schools to partner with. We are currently in the process of developing a system to identify student interests in careers in education. This system will be used in our Metamorphosis class. We have identified multiple staff to support this system and oversee the program.
	Develop system to identify students interested in a career in education	
	Create structure and identify staff to oversee the program	
23-24 Strategic Actions for Goal #3	Create survey via google forms to collect student interest data	Street Academy is in the process of completing the strategic actions for goal # 3. We will accomplish most by the end of the 2023-2024 school year. We have created a google form that will be given out in the Metamorphosis class in the spring term to survey incoming students. We have multiple field trips coming up to colleges and career centers. We have a CTE event that we will be attending in the spring with Laney College.
	Plan career exploration visits based on survey results	
	Identify specific colleges and Universities that have program/majors that students are interested in	
	Plan more CTE career exploration visits to Peralta Colleges	
	Develop and implement annual college and career exploration events off and on campus	

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	By 2026, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.	New or Revised Strategic Actions for Goal #1	Create a College Readiness Program on campus to assist students who are in or who have interest in taking community college courses
			Create a new series of check ins between staff and families regarding Community College courses
			Identify the time and space that we would utilize for the dual enrollment course
			Explore concurrent enrollment as a college credit opportunity in addition to dual enrollment
Goal #2: By 2026	By 2026, we will develop a new pipeline to education career program with a local 4-year institution.	New or Revised Strategic Actions for Goal #2	Narrow down partnership options to one school
			Identify objectives of the pipeline
			Create a process of identifying which students will be a part of the pipeline
Goal #3: By 2026	By 2026, we will develop a system to identify and track students' college and career interests.	New or Revised Strategic Actions for Goal #3	Work with the Metamorphosis class teacher to ensure survey is conducted with every incoming student
			Use the information that we gain from the survey to create at least one college and career exploration event
			Work with Counselor Teacher Mentors (CTMs) to survey students who are not in the Metamorphosis class.
			Create sessions between Internship and College Readiness Coordinator and CTMs to go over students college and career interests

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION</p> <p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Fully Approved (no additional Justification Form required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>	<p>Conditionally Approved (Justification Form is required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>
<p>Consultant Contract: with Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC).</p> <p>The ICRC 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 and align it to core academic programs and industry standards. The ICRC ensures that Street Academy is working towards achieving the strategic 3 year goals and strategic actions. Furthermore, 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 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 designing our new Teacher Education Pipeline project due to the Holy Names Closure. This will benefit 100 percent of our student body. (Additional Fees associated with this position are budgeted in the 2023-2024 Strategic Carryover.)</p>	\$37,885.71	5825	Consultant Contracts			Whole School	Approved	

MEASURE N 2022-2023 CARRYOVER PLAN							
School Name	OAKLAND EMILIANO ZAPATA STREET ACADEMY			Site Number	313		
Why were you unable to expend all your funds in the 2022-2023 school year?	Due to the pandemic we have carried over a balance from previous years that we have not fully used. Also, due to changes in staff in previous years and changes in programing related to our pathway, we had previously set aside funding for expenses that we have been unable to use. We are allocating the remaining balance to strategic carryover to be used on under funded projects for the next school year.						
Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(including accumulated carryover from previous years)</i>		\$194,055.97	Projected Carryover Amount from Fiscal Year 2022-2023		\$42,632.23		
Projected Carryover Amount from Fiscal Year 2022-2023		\$42,632.23	Total Budgeted Amount		\$42,632.23		
Percentage of 2022-2023 Carryover to Measure N Funds		22.0%	Remaining Amount		\$0.00		
NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.						
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.						
Resources:	2023-2024 Measures N and H Permissible Expenses Measures N and H Justification Examples - A Resource for EIP Development						
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 Budget Expenditure 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?							
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.							
Consultant Contract:Contract with Bay Area Community Resources (BACR) to support as the fiscal agent and distribute the Student Internship Stipends, through June 30, 2024.							
For students who satisfactorily meet specific criteria as defined by community partners & Internships & College Readiness Coordinator. We are allocating an additional \$16,200.00 from our original contract approved in the Strategic Carryover Plan, so that we can serve an additional 28 students who qualify to receive \$500.00 each after satisfactorily meeting designation criteria. This is an addition to line 14 of the 22-23 Strategic Carryover Plan. (Admin Fees (20%) are Included)							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?	
\$16,200.00	5825	Consultant Contracts			Whole School	Work-Based Learning	
\$1,500.00	4311	Meeting Refreshments			Whole School	Work-Based Learning	
Meeting Refreshments: Refreshments for end of the Year Pathway internship Exhibition.							
At Street Academy, upwards of 60% of students participate in a Education, Child Development and/or Social Justice aligned internship throughout the school year. At the end of the year, all internship participants showcase their learnings via an exhibition with their fellow participants, teachers/staff and industry partners. Funds will be used for refreshments for this event in which industry and community based organization will be invited.							

<p>Correcting Negatives in Measure N & H accounts: These funds are to offset all of the negatives in Measure N - Resource 9333 & Measure H - Resource 9339. The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary & Benefit Costs, as well as Mid-Year Salary Adjustments. This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.</p>	\$2.00	1xxx-3xxx	Salary & Benefit Costs Negatives			Whole School	Enabling Conditions
<p>Strategic Carryover for Fiscal Year 2024-2025: Funds will be strategically carried over and used in fiscal year 2023-24, via the carryover approval process to support expenditures identified as needs at that time.</p>	\$24,930.23	4390	Carryover - Future			Whole School	Integrated Student Supports

<p>Consultant Contract: with the Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC). This expenditure covers the additional fees associated with this position. We have allocated 5,962.64 for benefits. "The ICRC 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 and align it to core academic programs and industry standards. The ICRC ensures that Street Academy is working towards achieving the strategic 3 year goals and strategic actions. Furthermore, 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 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 designing our new Teacher Education Pipeline project due to the Holy Names Closure. This will benefit 100 percent of our student body." (Additional Fees associated with this position are budgeted in the 2023-2024 MN EIP.)</p>	\$24,689.02	5825	Consultant Contracts			Education, Child Development & Family Services	Work-Based Learning
<p>Consultant Contract with the Street Academy Foundation to pay-out the Teacher Salaries Stipends (Extended Contracts) to the Counselor, Teacher Mentor, and Staff to work beyond contracted hours to continue curriculum design and development work in support of integration of our Education, Child Development, & Family Services Pathway. Street Academy has new teachers and staff who require 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. Budget Calculation: \$38.50 hourly rate x 60 hours (20 hours per trimester, 3 trimesters total) + 25% benefit costs = \$2,887.50 x 8 Teachers = \$23,100.00.</p>	\$23,100.00	5825	Consultant Contracts			Whole School	Comprehensive Student Supports
<p>Consultant Contract: with Bay Area Community Resources (BACR) to support as the fiscal agent and distribute the Student Internship Stipends. For students who satisfactorily meet specific criteria as defined by community partners & Internships & College Readiness Coordinator. We have allocated \$10,000 so that up to 13 qualifying students may receive \$500.00 each after satisfactorily meeting designation criteria. Contract will be processed through SAF. (BACR Admin Fees Included)</p>	\$7,757.63	5825	Consultant Contracts			Education, Child Development & Family Services	Work-Based Learning

<p>Consultant Contract with the Street Academy Foundation to sub-contract with Attitude Change Training Program (ACTP). ACTP will provide student internships and intensive student support services. This program supports students in the education, child development and family services pathway by providing weekly developmental workshops for internship students. In addition, ACTP will provide case management for students who are identified as being off track for graduation and/or who are not participating in internships. This expenditure supports our 22-23 strategic action of maintaining student participation in internships and increasing participation from 85% to 95% of Street Academy students. The contract deliverables include: * Implementing ACTP projects across pathways with 2-4 Counselor Teach Mentors (CTM), with 20 students being served. * Weekly workshops for student interns to provide training in emotional intelligence and career readiness. * Increase family engagement through student training sessions geared towards teaching students to facilitate family meetings. * Mentor 10 students, at one time, through case management to get back on track for graduation and attending internships. (Administrative fees included)</p>	\$5,000.00	5825	Consultant Contracts			Education, Child Development & Family Services	Work-Based Learning and Student Supports
<p>Consultant Contract with the Street Academy Foundation to sub-contract with Catalyst Youth Network to provide up to 20 students with year long internships. Catalyst Youth Network will provide 22 instructional hours per trimester for up to 20 students in the Workforce Foundations Workshop (Family Services). Catalyst Youth Network interns will develop emotional intelligence and social skills, such as code switching, critical thinking, active listening, organization, and conflict resolution. Interns will gain professional skills, such as public speaking, time management, workplace decorum, and basic office skills and expectations. The Workforce Foundations workshop will provide the foundation for family engagement efforts. These students will be called on to support our Family Engagement Retention Recruitment Team. By the end of the program students will be able to run and lead youth development programs with Catalyst Youth Network staff at other school sites that are in partnership with Catalyst Youth Network. In addition, student interns will be given the opportunity to gain summer internships through Career Bridge. (Admin Fees Included)</p>	\$6,000.00	5825	Consultant Contracts			Education, Child Development & Family Services	Career Technical Education, Work-Based Learning, & Student Supports
<p>Consultant Contract with the Street Academy Foundation to sub-contract with Attitudinal Healing Connection to provide 20 students with year long internships through their Art Esteem Program. Attitudinal Healing Connection (AHC) will provide internships for up to 20 Street Academy students through its Media Art programming workshops every Wednesday. AHC encourages education and growth with the goal of supporting positive youth development in body, mind, and heart. The purpose of the program is to help develop creative, engaged, and successful children/youth through building emotional, social, academic and intellectual skills. AHC looks to help students develop these skills over the course of 48 instructional hours per trimester. As it relates to Street Academy's pathway (Education, Child Development and Family Services), AHC interns learn how to instruct and conduct art courses at partnering elementary and middle schools. As a part of their internship requirement, students will present to other students, parents, Street Academy faculty and AHC staff at the end of the year what they have learned throughout their internship and how it relates to their community. (Admin Fees Included)</p>	\$5,000.00	5825	Consultant Contracts			Education, Child Development & Family Services	Work-Based Learning

<p>Consultant Contracts with the Street Academy Foundation to pay for transportation Costs (Charter Bus rentals) for students to attend College Field Trips. Transportation for students to visit Cal State East Bay, San Jose State, Stanford, and UC Davis pathway-aligned programming (education programs) for 15 students each trip in grades 9 - 11th during the 2023-2024 school year. This expenditure will impact students in our pathway by increasing exposure to Education careers as they will have the opportunity to engage with education students and professors on the campus of a major university allowing them to expand their understanding around post secondary opportunities in education. This expenditure supports our strategic action of developing and implementing annual college and career exploration events off and on campus.</p>	\$4,800.00	5825	Consultant Contracts			Education, Child Development & Family Services	Career Technical Education
<p>Consultant Contract with the Street Academy Foundation to hire an Education and Child Development Pathway Assistant. - This expenditure will be used to hire an independent consultant to assist the Internship and College Readiness Coordinator in developing a system to identify and track students' college and career interests. This is related to our strategic goal #3. They will serve 100% of our students. - This expenditure supports Street Academy in developing and constructing our Strategic Actions related to Goal #3. This position will create a survey that will be administered in the first term of the year and will conduct follow up with the students to determine what careers they are interested in and what colleges they might be able to go to. - Students have shown that they require in school assistance with signing up for FAFSA and completing Scholarships. This expenditure will be used to directly assist students with completing their college related requirements in their senior year on campus with the assistance of the Assistant Coordinator. For students in 9th through 11th, this position will assist students in determining what they want to do outside of high school. (The employee will work for up to 12 hours a week, for 36 weeks at a rate of \$20 an hour = \$8,640.00)</p>	\$8,640.00	5825	Consultant Contracts	Pathway Assistant		Education, Child Development & Family Services	Work-Based Learning

MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN

Effective: July 1, 2024 - June 30, 2025

Name of School Site		OAKLAND EMILIANO ZAPATA STREET ACADEMY	Site #	313
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Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$24,930.23	In the box below, please indicate why you decided to allocate Strategic Carryover.
Total Budgeted Amount	\$24,930.23	

Remaining Amount to Budget	\$0.00	We have money that was designated for strategic carryover from previous years that had not been used. We are making the choice to use those funds for this year to help support our pathway aligned programs and to fill a much needed position of Internship and College Readiness Coordinator.
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NOTE: Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.

Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measures N and H Education Improvement Plan (EIP) to support students and pathway development.
****Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development document linked below.**

Resources: [Measures N and H 2024-2025 Permissible Expenses](#)
[Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development](#)

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 Measures N and H Instructions for a Proper Budget Justification . - 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? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N/H Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
Consultant Contract: with the Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC). This expenditure covers the additional fees associated with this position. We have allocated 5,962.64 for benefits. "The ICRC 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 and align it to core academic programs and industry standards. The ICRC ensures that Street Academy is working towards achieving the strategic 3 year goals and strategic actions. Furthermore, 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 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 designing our new Teacher Education Pipeline project due to the Holy Names Closure. This will benefit 100 percent of our student body." (Additional Fees associated with this position are budgeted in the 2024-2025 MN EIP.)	\$24,930.23	5825	Consultant Contracts			WHOLE SCHOOL	Enabling Conditions	Approved	

[1] Right now we have 6 9th graders. All of them are off track. So we need to aim at having at the very minimum, 1 of those students getting on track. With that, we want to use that as basis and not the 2021-22 data because that year was uncharacteristic. We had a very large class that year and this year it is about a quarter of that size.

[2] Double the last years data. The next year is when all developments should be fully implemented.

[3] Long term goal here should be 75% of our 9th graders are on track. But I want to be intentional with out percentages and I always want to make sure we set reasonable goals. 50% is reasonable especially considering right now we are not even at 6%.

[4] Similar to above

[5] We want to double 2021's internship data. However, we will work towards 100% of our students. This number will take time, so over the next 3 years we will work towards 50% of our seniors being in internships.

[6] Technically, every senior should be in an internship related to their seniors capstone project, but... We will, over the next 3 years, aim to regularly maintain 50% of our seniors participating in internships.

[7] It is not a sure thing that our dual enrollment program will be set up by the beginning, or end, of next year so for now, I am keeping this number at 0%. However, eventually we will have our program set up and we will be aiming to have 25% of our student body participating in at least one of these courses.

[8] If we have a student body of 20 seniors (we should constantly be aiming to have a minimum of 20 seniors every year), 3 seniors would make up 15 percent.

[9] 1 student of 20 = 5%. We want to up our count of students who are taking dual enrollment each year by a minimum of 1 student. Eventually this will result in 20% of our seniors will have taken at least 1 dual enrollment course with a c- or higher

[10] This number should be very similar to our internship numbers. 100% of our students will be apart of our pathway, however for what ever reason, that number is not there. So, as a goal I want to make sure that we are maintaining that 50% of our Sophomores, Juniors and Seniors are apart if Linked Learning Pathways.

[11] If my calculations are correct, OUSD averages 30% of student attempt program completion with a c- in both their concentrator and capstone course. Over the next 3 years we will work towards hitting this number and maintaining the average if not doing better than it.

[12] Average number of students graduating from an OUSD high school and attending a 2-year college within 1 year is 23.35%. Over the next two years we will maintain this number. Our efforts will always be to promote 4-year over 2-year universities, however we will continue to do better than the average.

[13] We should be having 4 of our seniors this school year attending a 4-year university. I want to maintain this number for the 2023-2024 school year. But the long term goal is to have as close to 50% of our graduating seniors attending a 4 year university. This will take time to reach, as a 3 year goal we are going to look to match the OUSD average of seniors attending a 4-year university within a year of graduating with is 29.57%. We will not only achieve this but we will do better.

[14] As of last year we had close to 7% female students who are A-G complete. We want to first hit that total and then increase yearly until we are as close to the district average as possible and then exceed that. 7% of 15 students is roughly 1 student.

[15] We need to work on getting more 9th graders at the school. The long term goal would be to have a constant influx of 9th graders. At least 10. With that said, we will aim to get at least 4 females at the school next school year, and at the very minimum 1 will be on track. 25%

[16] 100% of our seniors should be in internship due to capstone, however, It will be the goal that by next year we are at 25% and over time we will maintain 50%

[17] It is not a sure thing that our dual enrollment program will be set up by the beginning, or end, of next year so for now, I am keeping this number at 0%. However, eventually we will have our program set up and we will be aiming to have 25% of our student body participating in at least one of these courses.

[18] If we can maintain 20 seniors, each and every year. (At a minimum) This is the number that will be used. Right now our focal group is Female seniors. Our female population equals 60% of our students. With that said, 60% of 20 is 12. 1 out of 12 is 8.3%. I want to double this number until 24.9% of our focal group is going to 2 year colleges.

[19] If we can maintain 20 seniors, each and every year. (At a minimum) This is the number that will be used. Right now our focal group is Female seniors. Our female population equals 60% of our students. With that said, 60% of 20 is 12. 1 out of 12 is 8.3%. I want to double this number until 41.66% of our focal group is going to 4-year colleges.

Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

Street Academy

Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)? <small>(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</small>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p>Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards</p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> Meaningful reflection about progress toward strategic goals (whole school and pathway) Clear articulation of connections between these reflections and new or adapted strategic actions Evidence of progress toward pathway programs' quality standards 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> There is ample evidence of actions as related to clear evidence in the plan. <hr/> <p>Feedback for continued progress monitoring:</p> <p>Continue reflection and feedback with key stakeholders for continued progress monitoring.</p>			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1

<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges their reflection logically into their actions 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> The program of study is clear and connections to goals and outcomes are evident. <p>Feedback for continued progress monitoring:</p> <p>Continue to engage all stakeholders for feedback and adjustment of goals if necessary.</p>
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Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p>Budget</p> <ul style="list-style-type: none"> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> Budget is aligned to Measure N/H standards and expenditures are permissible. 			

Final Recommendation

Instructions: Based on the entirety of the school’s EIP, provide your assessment rating for the EIP, a summary of the Plan’s Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

Rating¹: Approved

Strengths:

- Clear goals and objectives are apparent, strategies are aligned to plan.

Key Questions:

- How are courses aligned for all students to be successful?

Budget Feedback:

- Budget is aligned with MN/H policies and budget items are permissible

Next Steps (for Conditionally Approved Sites) - Approved

What	Suggested Lead	Deliverable	Date

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways