

**MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607-

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

**David Kakishiba**, Chairperson,  
kakishiba@gmail.com

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

**Marc Tafolla**, Vice Chair  
marctafolla@gmail.com

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

**James. Harris**, Member  
james@educateoakland.com

**Gary Yee**, Member  
Yeega125@gmail.com

Board Office Use: Legislative File Info.	
File ID Number	25-0809
Introduction Date	4/15/2025
Enactment Number	
Enactment Date	

# Memo

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

**From** Vanessa Sifuentes  
High School Network Superintendent

**Board Meeting Date**

**Subject** Services For: Oakland Emiliano Zapata Street Academy

**Action Requested and Recommendation** Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for Oakland Emiliano Zapata Street Academy as “Conditionally Approved,” with a base allocation of \$52,812.50 and a strategic carryover 2024-2025 plan and budget of \$20,655.74, for a total amount not to exceed \$73,468.24.

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

N/A

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

**Fiscal Impact** Funding resource(s): Measure N and H

**Attachments**

1. 25-26 EIP Assessment
2. 25-26 Proposed EIP

# Measures N and H 2025-2026 Education Improvement Plan Assessment (Year Three of Three-Year Cycle)

## Street Academy

**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 (2023-24) and Year 2 (2024-2025)?

(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.)

Category	Comprehensive Analysis	Developing Analysis	Emergent Analysis	Unclear Analysis
<b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Instructions:</b> Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	<b>FEEDBACK:</b> Provide feedback only if the site receives a score of 3 or below.			
<input type="checkbox"/> Meaningful reflection about progress toward strategic goals (whole school and pathway)	EIP does not clearly identify needed reflection to meet program goals. Please consider providing student, staff, and community assessments on the needs and goals of the program. Consider establishing a site team to monitor the pathway is meeting its stated goals.			
<input type="checkbox"/> Clear articulation of connections between these reflections and new or adapted strategic actions	The connection between strategic actions and program goals is unclear. Additionally, consider meeting with Alternative Education Pathway Coach for input in identifying specific goals. I.e. Increase graduation rate by 20%. Provide a additional case manager to provide guidance towards credit recovery.			
<input type="checkbox"/> Evidence of progress toward pathway programs' quality standards	There is minimal evidence of progress towards program goals.			
<b>Score:</b> <u>2</u> <b>Rationale:</b> The EIP provides minimal reflection on a clear theory of action. The connection between goals and strategic actions to meet those goals is unclear. No clear connection between goals and an improvement in graduation rate.	<b>Suggestions for 25-26 Continued Progress Monitoring:</b> Revisit program goals and structure by collecting input from impacted stakeholders. I.e. Students, Parents, and staff for program improvement. Establish a site monitoring team to include Alternative Education Pathway Coach or additional Linked Learning designee.			

--	--

**Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?**

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Strategic Actions</b>	<b>FEEDBACK:</b> <i>Provide feedback only if the site receives a score of 3 or below.</i>			
<input type="checkbox"/> 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"> <li><input type="checkbox"/> Integrated Program of Study</li> <li><input type="checkbox"/> Work-Based Learning</li> <li><input type="checkbox"/> Integrated Student Support</li> </ul>	The EIP does not clearly list student support towards graduation.  The integrated program of study is unclear.			
<input type="checkbox"/> Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals	The EIP does not contain clear evidence of how the site team monitors the pathway to ensure goals are met. Site would benefit in naming specific actions to accomplish how goals are met and when. I.e. Team will meet bi-weekly to identify and update which colleges to partner with.			
<input type="checkbox"/> Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions	The EIP does not demonstrate a clear reflection tool that connects the theory of action to its goals and action steps to achieve them. Site would benefit by being more specific with the actions to meet the goals of the pathway. Tasks vs. Goals.			



**Score:** \_\_\_\_1\_\_\_\_

**Rationale:** The EIP does not state a clear connection between work based visits and the pathway. Integrated student supports are not clearly identified.

**Suggestions for 25-26 Continued Progress Monitoring:** Revisit goals and actions with OUSD Alternative Education Pathway Coach for ongoing progress monitoring.

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
<b>Instructions:</b> Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the 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 2025-2026	<b>FEEDBACK:</b> Provide feedback only if the site receives a score of 3 or below.			
<input type="checkbox"/> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan	EIP expenditures are not aligned with pathway goals.			
<input type="checkbox"/> Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning	Budget is not aligned with all the domains of Linked Learning.			
<input type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
<b>Score: <u>  2  </u></b> <b>Rationale:</b> EIP does not provide a clear connection between expenditures and pathway goals.	<b>Suggestions for 25-26 Continued Progress Monitoring:</b> Review expenditures with OUSD Alternative Education Pathway Coach and Linked Learning Office to provide a clear connection with EIP and student success.			

## 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, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.

### Rating<sup>1</sup>: Conditionally Approved

#### Strengths:

- ☐ EIP demonstrates a connection between students who enroll at Street Academy.

#### Key Questions:

- ☐ How is your root cause analysis connected to improving student outcomes towards graduation and A-G completion? How does reflection take place to improve student outcomes? How can the CTM model be supported to improve student outcomes?

#### Budget Feedback:

- ☐ Revisit budget expenditures and ensure they align with pathway goals and student interventions.

### Next Steps (for Conditionally Approved Sites) - add rows as needed

What	Suggested Lead	Deliverable	Date
Recommend Principal and Site Team meet with Alternative Education Pathway Coach to re-visit improvement plan.	Principal	Ongoing.	

### <sup>1</sup>Fully 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



## Criterion 4 Evidence of Progress and Linked Learning Implementation

### Category to be completed by High School Linked Learning Office

**Instructions:** Review the *Work-Based Learning* template, *EIP Presentation*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input type="checkbox"/> Program of Study	Which academic core courses reflect alignment and integration in terms of expectation, support, and industry theme? There is no evidence of pathway programming in G12. Activities and support <i>appear</i> to be outside of core academics. How can these be embedded in core academics for equitable access? Despite many internships, the number of industry partners is low (2). Which partners are providing internships?
<input type="checkbox"/> Work-Based Learning Plan	How can you leverage the Education sector to provide career exploration for scholars? For example, partnering with ACOE and OUSD to explore careers in law, labor, facilities and grounds, culinary, early childhood education, etc.? To what extent is work-based learning integrated in core academics to support relevance and rigor as well as post-secondary goals and plans? What types of employer-evaluated internships are provided to students? Which partners provide internships?
<input type="checkbox"/> Master Schedule	Unclear why some students are not taking the CTE/English course. What are the college and career supports in 12th grade that are embedded in required and core classes? Which courses are part of the pathway, and which teachers have common planning time to coordinate services and integrate curriculum and support?
<input type="checkbox"/> EIP Presentation	Significant time was spent talking about what <i>could be</i> and not as much about the analysis of current data and current practice.



<b>School Name:</b>	<b>Oakland Emiliano Zapata Street Academy</b>	<b>Site #:</b>	<b>313</b>						
<b>Pathway Name(s):</b>	<b>Education, Child Development &amp; Family Services</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>									
<p>ACADEMIC ACHIEVEMENT: Students who may have otherwise dropped out of high school become college eligible.</p> <p>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.</p> <p>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.</p> <p>RESPONSIBILITY: Students are inspired by culturally relevant curriculum emphasizing social justice.</p> <p>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.</p> <p>Consistent with Street Academy's founding purpose, our educational philosophy states that we believe education must accomplish the following:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>									
<b>School Demographics</b>									
<b>2023-2024 Total Enrollment Grades 9-12</b>			<b>56</b>						
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTEL</b>	<b>% Current Newcomers</b>	<b>% SPED</b>	<b>% SPED Severe</b>
	42.9%	57.1%	92.9%	98.6%	12.5%	10.7%		26.8%	
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>
	46.4%	1.8%	1.8%	41.1%			1.8%	5.4%	1.8%
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>Female</b>			
<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>									
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools									
<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
<a href="#">Four-Year Cohort Graduation Rate</a>	51.7%	28.6%	53.0%	18.2%	TBD	54.0%			55.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				

Four-Year Cohort Dropout Rate	10.3%	9.5%	9.8%	18.2%	TBD	9.0%		9.0%	
A-G Completion Rate (12th Grade Graduates)	0.0%	20.0%	8.6% [1]	0.0%	TBD [2]	12.9%	[3]	18.0%	
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A		[4]		
On Track to Graduate - 9th Graders	5.9%	TBD	16.0% [5]	18.2%	TBD	32.0%	[6]	48.0%	
9th Graders meeting A-G requirements	5.9%	TBD	16.0% [7]	18.2%	TBD [8]	32.0%	[9]	48.0%	
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	40.0%	63.6%	25.0%	62.5%	34.2%	37.5%	[10]	50.0%	
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	8.3%	7.9%	15.0%	[11]	20.0%	
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	25.0% [12]	TBD	TBD	37.5%		50.0%	
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%	15.0% [13]	0.0%	0.0%	22.5%		31.0%	
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	21.7%	TBD	25.0%	TBD	TBD	25.0%		25.0%	
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	4.3%	33.3%	25.0%	TBD	TBD	30.0%		35.0%	
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark [14]</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	44.4%	30.8%	45.0%	20.0%	TBD	47.7%			50.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	[15]	N/A	N/A				
Four-Year Cohort Dropout Rate	11.1%	0.0%	11.0% [16]	20.0%	TBD	10.5%			10.0%
A-G Completion - 12th Grade (12th Grade Graduates)	0.0%	33.3%	7.0% [17]	0.0%	TBD	14.0%			21.0%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	TBD	TBD	20.0%	11.1%	TBD	25.0%			30.0%
9th Graders meeting A-G requirements	TBD	TBD	25.0% [18]	11.1%	TBD	30.0%			50.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	36.4%	61.1%	25.0% [19]	69.2%	29.4%	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	15.4%	17.6%	Not Applicable Yet			25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	10.0%	TBD	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%	0.0%	0.0%	35.0%			40.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	33.3%	TBD	16.6%	TBD	TBD	24.9%			24.9%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	6.7%	40.0%	16.6%	TBD	TBD	33.3%			41.7%
<b>ROOT CAUSE ANALYSIS</b>									
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.									
<b>Indicator</b> <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>		<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>			<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>				
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> <i>(Analyze these two indicators together)</i>		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.				

<b>A-G Completion - 12th Grade</b>	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.
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> <i>(Analyze these two indicators together)</i>	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.
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> <i>(Analyze these two indicators together)</i>	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**

Using the [2023-26 College and Career for All and Linked Learning Quality Standards](#), self-assess in each category

	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> 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.
<b>Work Based Learning</b> 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.
<b>Integrated Student Supports</b> 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.

<b>Goal #1:</b> By 2026	By 2026, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.					
<b>Goal #2:</b> By 2026	By 2026, we will develop a new pipeline to education career program with a local 4-year institution.					
<b>Goal #3:</b> 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					
Strategic Actions for Goal #3						
	Create survey via google forms to collect student interest data					
	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 <a href="#">EIP Budget Justification Instructions</a> .						
- 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 <a href="#">OUSD's Object Codes</a> 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>						
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 2022-2023 Strategic Carryover.)						
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
	\$42,128.69	5825	Consultant Contracts			Education, Child Development, and Family Services

<b>Supervisor &amp; Administrative Salaries: Hire a Pathway Coach at 1.0 FTE.</b> 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)		\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Education, Child Development, and Family Services
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 institutions 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 For the Strategic Action sets for each goal, answer: -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						
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 seperate 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?							

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

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - 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 of <a href="#">OUSD's Object Codes</a> 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>  <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>								
	<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>	<b>Fully Approved</b> (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b> (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
<b>Consultant Contract: with Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC).</b> 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.)	\$37,885.71	5825	Consultant Contracts			Whole School	Approved	

**2025-2026: YEAR THREE****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.	The pathway is not currently on track to accomplish this goal by 2026. As previously noted, progress has stalled due to the challenges in meeting the minimum enrollment requirements for dual enrollment courses. The primary factor hindering progress remains the dual enrollment class size requirement (20-25 students). Our small school size and fluctuating attendance rates make it difficult to consistently meet this threshold.
By 2026, we will develop a new pipeline to education career program with a local 4-year institution.	While initial steps have been taken, the pathway is not currently on track to fully accomplish this goal by 2026. Meetings have been established, which is positive, but the crucial next steps—board approval and subsequent meetings with East Bay University staff—are still pending. The establishment of initial meetings to discuss this action has been a positive step. This demonstrates a commitment to moving forward with the goal. Crucially, the limited support outside of the College and Careers department has significantly hampered progress.
By 2026, we will develop a system to identify and track students' college and career interests.	The pathway is fully on track, as this goal has already been accomplished. The creation and implementation of the data collection system on student college and career interests has been the key supporting factor. Integrating this system into the yearly workshops at the beginning of the year has ensured consistent data collection. The ongoing use of this information for program planning and exploration events further demonstrates the system's effectiveness and contribution to achieving the goal.

**Pathway Strategic Actions Reflection**

<b>2024-2025 Strategic Actions</b>		<b>Reflection on 2024-2025 Strategic Actions</b> <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?
<b>24-25 Strategic Actions for Goal #1</b>	Create a College Readiness Program on campus to assist students who are in or who have interest in taking community college courses	We've made progress on these strategic actions by providing workshops and professional development for Counselors, Teachers, and Mentors (CTMs). This has contributed to increased concurrent enrollment participation (now 15+ students). In addition, Our CTMs and Internship/College Readiness Coordinator support college-bound students through the College Experience Program, offering regular workshops on applications, tips, and study habits. CTMs and the Internship Coordinator have provided additional support for students by collaborating with the family liaison to communicate with families about our new offerings.
	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	
<b>24-25 Strategic Actions for Goal #2</b>	Narrow down partnership options to one school	While a full partnership agreement is not yet in place, we have made initial progress by identifying a target university and establishing contacts there. We are currently developing pipeline program objectives and will use college interest survey data (from Goal #3) to identify potential students once other strategic actions are completed. Our timeline for formalizing the university partnership has been impacted by our need for further staff support and work, but we anticipate to continue making progress towards this goal even if it means continuing it for another 3 years after this goal sequence is over.
	Identify objectives of the pipeline	
<b>24-25 Strategic Actions for Goal #3</b>	Create a process of identifying which students will be a part of the pipeline	All strategic actions related to identifying and tracking career interests are complete. Our career interest survey, developed with CTMs and the Internship and College Readiness Coordinator, was administered to all students (within the first three weeks and through Metamorphosis class for late arrivals). This data has been instrumental in planning college exploration events (e.g., Cal for social sciences, East Bay for pre-law and forensics) and ongoing student support through CTM advisory debriefings. The data continues to inform our program planning.
	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	

**Pathway Strategic Actions 2025-2026**

<b>2025-2026 Strategic Actions</b> <i>Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?</i>			
<b>Goal #1:</b> By 2026	By 2026, we will have 1 dual enrollment course offered at our site that 100% of our students have access to.	<b>New or Revised Strategic Actions for Goal #1</b>	By Summer 2026, integrate dual enrollment information and opportunities into the Worker-Owned-Wednesday program
			By early August 2025, provide all students with an up-to-date, easily accessible resource detailing available dual enrollment programs, application processes, and deadlines.
			By Summer 2026 establish a comprehensive concurrent enrollment experience program at Street Academy.
<b>Goal #2:</b> By 2026	By 2026, we will develop a new pipeline to education career program with a local 4-year institution.	<b>New or Revised Strategic Actions for Goal #2</b>	By Summer 2026, explore and integrate OUSD and East Bay's Guaranteed Admission initiatives into Street Academy's college and career pathways.
			By Graduation Day 2026, implement a system to recognize students who complete a CTE sequence, such as a seal on their diploma or a certificate of completion.
			By March 2026, develop an in-house program that provides students with information and support for post-secondary options beyond 4-year universities, including community college programs with streamlined enrollment processes.
<b>Goal #3:</b>	By 2026, we will develop a system to identify and track students' college and career interests.	<b>New or Revised</b>	Develop a comprehensive student interest survey going beyond the initial survey to create a dynamic, evolving tool.
			Based on the survey data, develop a platform that provides students with personalized recommendations for careers, college majors, and relevant extracurricular activities.

Goal #3: By 2026		Strategic Actions for Goal #3	Develop professional development meetings to supply staff with the knowledge and skills needed to effectively utilize the student interest tracking system and support students in their career exploration journey.					
Budget Expenditures Effective July 1, 2025 - June 30, 2026								
2025-2026 Pathway Budget								
<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <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 details are needed, the justification will be conditionally approved and require a justification form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<b>Fully Approved</b>  (Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b>  (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>
<b>Consultant Contracts:</b> <b>Consultant contract with The Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC).</b> The ICRC leads the development and evolution of our Education Child Development & Family Services Pathway. The ICRC's significant duties are to plan, design, implement, and evaluate 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 by implementing the goals into Internships, Career Exploration, and College Readiness Efforts. Furthermore, the ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internship placements, increases student access to work-based learning opportunities & college and career exploration. The ICRC focuses on internships to provide students with work-based learning experiences that are aligned with our Education Child Development & Family Services Pathway. This will benefit 100 percent of our student body. Dates of service will be from July 28th, 2025 through June 05, 2026. (Salary & Benefits Included) <i>The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice for the full contract amount prior to the contract term end date. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</i>	\$44,856.25	5825	Consultant Contracts	Internship and College Readiness Coordinator		Whole School	<div></div>	<div>Conditionally Ap...</div>



<p><b>Consultant Contracts:</b> <b>Consultant contract with The Street Academy Foundation (SAF) to pay out Eight Teacher salary stipends (Extended Contracts) to the Counselor, Teacher Mentor, and Staff to work beyond contracted hours between August 11th through May 28, 2026.</b> Services to be Provided: Regular review of transcripts, create and implement project-based learning in a vertical alignment format that spans all subjects, provide check-ins between staff for pathway alignment, research a variety of post-secondary opportunities, develop multiple methods of sharing post-secondary information, ensure college and career readiness efforts are integrated into the pathway, and, discussions and meetings with additional learning support staff. Accomplishment Standards: Precise and accurate understanding of transcripts and overall education plan, advise students across grades 9th through 12th (the number of advisory students fluctuates between 50 and 80 students), advise students through advisory who are significantly lacking in credits (the number of students fluctuates between 12 and 30 students) and hold regular meetings and provide updates on students every three to four weeks. Budget Calculation: 16.75 Hours x \$47.50 hourly rate x 1.25 (25% Benefit Cost) x 8 staff members = \$7,956.25. (Administrative fees are included) <i>The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice the entire contract amount before the contract term ends. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</i></p>	\$7,956.25	5825	Consultant Contracts			Whole School	<div>Approved</div>	
---	------------	------	----------------------	--	--	--------------	---------------------	--

[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.

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$52,812.50	\$52,812.50	\$0.00
[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2023-2024 (65), multiplied by the percentage of Oakland residents in 2024-25 (95.6%), multiplied by the per pupil amount of \$850.			

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 Contracts:</p> <p>Consultant contract with The Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC). The ICRC leads the development and evolution of our Education Child Development &amp; Family Services Pathway. The ICRC's significant duties are to plan, design, implement, and evaluate 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 by implementing the goals into Internships, Career Exploration, and College Readiness Efforts. Furthermore, the ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internship placements, increases student access to work-based learning opportunities &amp; college and career exploration. The ICRC focuses on internships to provide students with work-based learning experiences that are aligned with our Education Child Development &amp; Family Services Pathway. This will benefit 100 percent of our student body. Dates of service will be from July 28th, 2025 through June 05, 2026. (Salary &amp; Benefits Included)</p> <p>The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice for the full contract amount prior to the contract term end date. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</p>	\$44,856.25	5825	Consultant Contracts	Internship and College Readiness Coordinator		Whole School

313-2	<p>Consultant Contracts:</p> <p>Consultant contract with The Street Academy Foundation (SAF) to pay out Eight Teacher salary stipends (Extended Contracts) to the Counselor, Teacher Mentor, and Staff to work beyond contracted hours between August 11th through May 28, 2026.</p> <p>Services to be Provided:</p> <p>Regular review of transcripts, create and implement project-based learning in a vertical alignment format that spans all subjects, provide check-ins between staff for pathway alignment, research a variety of post-secondary opportunities, develop multiple methods of sharing post-secondary information, ensure college and career readiness efforts are integrated into the pathway, and, discussions and meetings with additional learning support staff.</p> <p>Accomplishment Standards:</p> <p>Precise and accurate understanding of transcripts and overall education plan, advise students across grades 9th through 12th (the number of advisory students fluctuates between 50 and 80 students), advise students through advisory who are significantly lacking in credits (the number of students fluctuates between 12 and 30 students) and hold regular meetings and provide updates on students every three to four weeks.</p> <p>Budget Calculation: 16.75 Hours x \$47.50 hourly rate x 1.25 (25% Benefit Cost) x 8 staff members = \$7,956.25.</p> <p>(Administrative fees are included)</p> <p>The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice the entire contract amount before the contract term ends. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</p>	\$7,956.25	5825	Consultant Contracts		Whole School
-------	--	------------	------	----------------------	--	--------------

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site		Oakland Emiliano Zapata Street Academy					Site #	313	
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>		\$20,655.74	In the box below, please indicate why you decided to allocate Strategic Carryover.						
Total Budgeted Amount		\$20,655.74	To ensure funding for our programs in the upcoming school year, we allocated remaining funds from this year's budget, after supporting our WBL programs and student initiatives. We anticipated a shortfall in next year's budget and strategically set aside these funds.						
Remaining Amount to Budget		\$0.00							
<b>NOTE:</b> Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.									
<b>Directions:</b> 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 H Education Improvement Plan (EIP) to support students and pathway development.  <b>**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 H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.</b>									
<b>Resources:</b> <a href="#">Measures N and H 2025-2026 Permissible Expenses</a> <a href="#">Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development</a>									
<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825, and all FTE</b> , please also respond to the additional Budget Justification questions outlined in the <a href="#">Measure H Instructions for a Proper Budget Justification</a> .  - 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? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.)  <b>If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.</b> Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.									
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	<b>Fully Approved</b>  (Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b>  (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>
<b>Consultant Contracts:</b> <b>Consultant contract with The Street Academy Foundation (SAF) to sub-contract with Catalyst Youth Network to provide up to 20 students with year-long internships through June 30, 2026.</b> Catalyst Youth Network (CYN) 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. Dates of service will be from September 2025 through June 30, 2026. (Admin Fees Included) <i>The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice for the full contract amount prior to the contract term end date. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</i>	\$6,200.00	5825	Consultant Contracts			Whole School	Work-Based Learning	Approved	

<p><b>Consultant Contracts:</b>  <b>Consultant contract with The Street Academy Foundation (SAF) to sub-contract with Attitudinal Healing Connection (AHC) to provide 20 students with year-long internships through their Art Esteem Program through May 30, 2026.</b>  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 intention of supporting positive youth development in body, mind, and heart. The program aims to help develop creative, engaged, and successful youth by building emotional, social, academic, and intellectual skills. AHC seeks to help students develop these skills over 48 hours per trimester. Regarding 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)  <i>The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice for the full contract amount prior to the contract term end date. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</i></p>	\$6,200.00	5825	Consultant Contracts			Whole School	Work-Based Learning	Approved	
<p><b>Consultant Contracts:</b>  <b>Consultant contract with The Street Academy Foundation (SAF) to sub-contract with the Attitude Change Training Program (ACTP) through June 30, 2026.</b>  The Attitude Change Training Program will provide 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 off track for graduation and/or not participating in internships.  This expenditure explicitly supports our pathway's Child Development and Family Services sector by providing weekly workshops for students to monitor and critically analyze behaviors at school and home. The instructor will use the information provided in the class to facilitate family meetings between students, their families, and the school. This expenditure supports our strategic goal #3 of tracking students' college and career interests.  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.  * Mentored 10 students at one time through case management to get back on track for graduation and attending internships.  * Track students' interests from when they first start Street Academy until graduation.  Dates of service will be from September 2025 through June 30, 2026.  (Admin Fees Included)  <i>The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice for the full contract amount prior to the contract term end date. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</i></p>	\$5,000.00	5825	Consultant Contracts			Whole School	Comprehensive Student Supports	Approved	

<p><b>Consultant Contracts:</b>  <b>Consultant contract with The Street Academy Foundation (SAF) to subcontract the Peacekeeping and Mentorship Training Program (PMTP) through May 20, 2026.</b>  PMTP will provide work-based learning opportunities and intensive student support services for up to 15 students. This program supports students in the Education, Child Development, and Family Services Pathway by providing weekly mental health development workshops. This program will be instituted in our Project-based Learning cross-curricular efforts. Assignments and projects will integrate no less than two subjects, English 3 and Math. In addition, the PMTP instructor will participate in Street Academy's Continuous Accountability &amp; Resource Engagement Team and Pathway Development Team. Both of which focus on providing extensive student support.  This expenditure supports our strategic action of maintaining student participation in internships and increasing participation from 85% to 95% of Street Academy students.  The contract deliverables include:  * Implementing PTMP projects across pathways with 2-5 Counselor Teach Mentors (CTM), with 15 students being served.  * Weekly Wednesday workshops for students will provide training in conflict resolution.  * Increase family engagement through student-facilitated family meetings.  Dates of service will be from August 2025 through June 2026.  (Admin Fees Included)  <i>The Street Academy Foundation can only invoice for services rendered and the admin fees associated with those services. It can not invoice for the full contract amount prior to the contract term end date. Under no circumstances can the Street Academy Foundation hold unspent Measure H funds for the OEZ Street Academy school.</i></p>	\$3,255.74	5825	Consultant Contracts			Whole School	Comprehensive Student Supports	Approved	
--	------------	------	----------------------	--	--	--------------	--------------------------------	----------	--