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# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Street Academy

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Street Academy.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Street Academy



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

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Street Academy  
**CDS Code:** 1612590130179  
**Principal:** Bukola Lawal  
**Date of this revision:** 5/27/2025

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

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

<b>Contact:</b> Bukola Lawal	<b>Position:</b> Principal
<b>Address:</b> 417 29th Street Oakland, CA 94609	<b>Telephone:</b> 510-874-3630 <b>Email:</b> bukola.lawal@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* 5/27/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Street Academy

**Site Number:** 313

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☒ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 5/27/2025

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

☐ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Bukola Lawal

*Principal*

*Bukola Lawal*

Signature

5/27/2025

Date

Jonathon Overmyer

*SSC Chairperson*

*Jonathon Overmyer*

Signature

05/27/2025

Date

*SELLS Representative (optional)*

Signature

Date

Vanessa Sifuentes

*Network Superintendent*

*VSifuentes*

Signature

5/30/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/27/25

Date

## 2025-26 SPSA ENGAGEMENT TIMELINE

**School Site:** Street Academy

**Site Number:**

313

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

[illegible]



## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$163,152.02
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$293,138.02

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$26,640
Title I, Part A Parent & Family Engagement (#3010)	\$740
21st Century Community Learning Centers (Title IV, Part B #4124)	\$135,772
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$163,152</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$293,138.02</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$0
LCFF Equity Multiplier (#7399)	\$94,996
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$9,990
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$129,986</b>

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School Name: Street Academy****School ID: 313****CDS Code: 1612590130179****SSC Approval Date:****Board Approval Date:****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.

<b>Purpose of this Plan</b>								
This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):								
<ul style="list-style-type: none"> <li>• Targeted Support &amp; Improvement for the following groups: African American Students</li> </ul>								
The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.								
<b>Resource Inequities</b> (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)								
Our students do not have equitable access to experienced teachers and academic opportunities relative to other students across the state as a result of teacher shortage and inadequate salaries in an area having extraordinarily high cost of living. As a result, a school recruiting credit deficient students with high social-emotional needs, is only able to provide novice teachers with developing expertise.								

<b>School Demographics, 2023-24</b>								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
40.6%	49.3%	42.0%	0.0%	1.5%	33.3%	98.6%	13.0%	10.1%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
59.4%	1.5%	0.0%	0.0%	2.9%	8.7%	97.1%	0.0%	47.5%

<b>1B: GOALS &amp; IDENTIFIED NEEDS</b>	
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>	
<b>School Goal:</b>	All students will have access to courses with high quality instruction in all content areas in an effort to increase college, career, and life readiness and eliminate the achievement gap for lower performing students as measured by the SRI, CAASPP, ELPAC exam and the A - G completion.
<b>Identified School Need:</b>	Increase the number of students meeting or exceeding standards in the CAASPP ELA and Math - Increase the number of students that are UC A-G ready - increase students lexile scores, increase the school's cohort graduation rate.

English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students		-94.9	not available until fall 2025	-132.0
SBAC ELA Participation	All Students	n/a	41.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	1.4%	0.0%	not available until fall 2025	25.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-247.8	-183.9	not available until fall 2025	-237.8
SBAC Math Participation	All Students	41.0%	41.0%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	5.9%	not available until fall 2025	1.0%
California Science Test (CAST) Participation	All Students	30.8%	43.6%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	28.6%	43.8%	not available until fall 2025	30.0%
On Track to Graduate: 9th Grade	All Students	0.0%	18.2%	not available until fall 2025	95.0%
On Track to Graduate: 11th Grade	All Students	0.0%	0.0%	not available until fall 2025	95.0%
A-G Completion	All Students	11.1%	25.0%	not available until fall 2025	100.0%

College/Career Readiness	All Students	4.8%	0.0%	not available until fall 2025	100.0%
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**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	Academic Measures & Annual Targets for Focal Student Groups. Because Street Academy is an Alternative Independent Studies school and students come through-out the year at different academic levels and growth towards graduation, we will Provide intervention programs that meet the individual needs of students to be on track in their cohort and provide opportunities for college and career readiness for focus students.
<b>Identified School Need:</b>	Increase the number of students in making up deficient credits to move closer to their grade level cohort. Increase the number of students who are college and career ready.

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students		-212.0	not available until fall 2025	-132.0
SBAC ELA Distance from Standard Met	African American Students		-141.1	not available until fall 2025	8.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	1.4%		not available until fall 2025	2.0%
SBAC Math Distance from Standard Met	Special Education Students	-279.3	-273.7	not available until fall 2025	-237.8
SBAC Math Distance from Standard Met	African American Students	-258.2	-200.4	not available until fall 2025	-248.0

**Reclassification Measures & Targets**

\*Reference [Stages of ELD Data slides](#)

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	0.0%	not available until fall 2025	3.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	3.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	Build a better connection between the home and the school community.				
<b>Identified School Need:</b>	Increase parental direct involvement with staff by implementing intervention services designed to inform and involve families about student progress and lack of progress.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	42.0%		not available until fall 2025	50.0%
Out-of-School Suspensions	All Students	13.0%	13.6%	not available until fall 2025	10.0%
Out-of-School Suspensions	African American Students	13.0%	18.9%	not available until fall 2025	10.0%
Out-of-School Suspensions	Special Education Students	16.1%	28.0%	not available until fall 2025	13.0%
Chronic Absenteeism	All Students	92.6%		not available until fall 2025	95.0%
Chronic Absenteeism	African American Students	97.2%		not available until fall 2025	95.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.				
<b>Identified School Need:</b>	Need to provide ongoing specific and quality professional development to support the capacity of the staff.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers			not available until fall 2025	100%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>All students will have access to courses with high quality instruction in all content areas in an effort to increase college, career, and life readiness and eliminate the achievement gap for lower performing students as measured by the SRI, CAASPP, ELPAC exam and the A - G completion.</i>	<p><i>Ensure that teachers are well-trained, supported, and equipped with effective teaching strategies to meet the diverse needs of students.</i></p> <p><i>Integration of essential skills such as critical thinking, problem-solving, communication, and collaboration into curricula.</i></p> <p><i>Implement differentiated instruction and support services tailored to the unique needs of each student to close the performance gap between different groups of students.</i></p> <p><i>Use assessments like the SRI, CAASPP, ELPAC, and A-G Completion data to measure progress, identify gaps, and inform instructional practices.</i></p> <p><i>Continuously analyzing data to make informed decisions about where resources should be allocated and where additional support is needed.</i></p> <p><i>Offer individualized or small-group interventions for students who need extra help, particularly in areas where they are struggling.</i></p> <p><i>Ensure teachers and staff receive ongoing professional development focused on improving instructional practices, understanding diverse student needs, and using data effectively to support all learners.</i></p> <p><i>Provide support for English language learners (ELLs) and students with disabilities to ensure they are equally prepared for college, career, and life readiness.</i></p>
LCAP Goal 2:	<i>Academic Measures &amp; Annual Targets for Focal Student Groups. Because Street Academy is an Alternative Independent Studies school and students come through-out the year at different academic levels and growth towards graduation, we will Provide intervention programs that meet the individual needs of students to be on track in their cohort and provide opportunites for college and career readiness for focus students.</i>	<p><i>Develop individualized learning plans that cater to each student's academic level, growth and unique needs. This would include one-on-one tutoring, coursework, and personalized interventions based on assessments. Since students enter at various academic levels, we would ensure that they receive targeted academic support.</i></p> <ul style="list-style-type: none"> <li><i>• Implement a system for monitoring each student's academic progress</i></li> <li><i>• Integrate college and career readiness programs into the curriculum, including workshops, mentorship, job shadowing, and college prep courses tailored to the specific needs and interests of students.</i></li> <li><i>• Create engaging, relevant learning experiences including project-based learning, career exploration, and community service.</i></li> </ul>



<p><i>LCAP Goal 3:</i></p>	<p><i>Build a better connection between the home and the school community.</i></p>	<p><i>Create regular updates by sending newsletters, emails, or texts to keep parents informed about school events, student progress, and upcoming activities.</i></p> <ul style="list-style-type: none"> <li><i>• Organize regular, informal check-ins between teachers and parents.,</i></li> <li><i>• Provide parents with opportunities to volunteer in school events or in classrooms that allows them to feel part of the school community.</i></li> <li><i>• Encourage parents to visit the school and participate in activities helps them feel welcome and part of the educational process.</i></li> <li><i>• Continue the collaboration with our local Partnerships and local businesses, organizations, and community centers.</i></li> </ul>
<p><i>LCAP Goal 4:</i></p>	<p><i>Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.</i></p>	<p><i>Ongoing Training by providing continuous opportunities for teachers to develop their skills through workshops, seminars, or courses that are aligned with both current educational trends and student needs.</i></p> <ul style="list-style-type: none"> <li><i>• Offer training in areas such as differentiated instruction, classroom management, and social-emotional learning (SEL) to equip teachers with strategies to address diverse academic needs.</i></li> <li><i>• Setting time to allow teachers to share best practices, discuss challenges, and learn from each other.</i></li> <li><i>• Continue to allow that teachers have dedicated time within their schedule for planning lessons, grading, and collaborating with colleagues, so they are not overwhelmed by administrative duties.</i></li> <li><i>• Promote a school culture where collaboration and mutual respect are prioritized, creating a supportive environment where teachers feel valued and connected.</i></li> <li><i>• Implement a system of regular coaching or feedback, allowing teachers to improve their practices and feel supported in their professional journey.</i></li> </ul>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>All students will have access to courses with high quality instruction in all content areas in an effort to increase college, career, and life readiness and eliminate the achievement gap for lower performing students as measured by the SRI, CAASPP, ELPAC exam and the A - G completion.</i>	<p><i>The availability of training: Teachers may not receive adequate ongoing professional development, especially in the areas of differentiated instruction, culturally responsive teaching, or the latest educational strategies designed to close achievement gaps.</i></p> <ul style="list-style-type: none"> <li><i>• There have been frequent turnover in faculty, especially in schools with high-needs students.</i></li> <li><i>• Our students facing trauma, stress, or other socio-economic challenges need additional emotional and psychological support, which, if not provided, can interfere with their ability to learn and succeed academically.</i></li> <li><i>• Positive Attendance and truancy has been a challenge with students who have been previously academically unsuccessful in previous school. Need a stronger accountability system when it comes to attendance.</i></li> </ul>
LCAP Goal 2:	<i>Academic Measures &amp; Annual Targets for Focal Student Groups. Because Street Academy is an Alternative Independent Studies school and students come through-out the year at different academic levels and growth towards graduation, we will Provide intervention programs that meet the individual needs of students to be on track in their cohort and provide opportunites for college and career readiness for focus students.</i>	<i>Title I Funds are currently Unallocated . The SSC may vote to use them to provide activities for Focal Student Group Supports to purchase Instructional Supplies to support Core Curriculum, Software &amp; technology (chromebooks, computers, ipads, speakers, etc.) to support the EL program, technology to support students in the classroom in completing the independent student online classes, project learning assignments and the work with college &amp; career exploration.</i>
LCAP Goal 3:	<i>Build a better connection between the home and the school community.</i>	<i>Unallocated Title I Parent funds will to used to positively impact support for parent and family engagement.</i>

<p><i>LCAP Goal 4:</i></p>	<p><i>Sustain teacher retention for the whole school year.</i></p> <p><i>Strengthen staff's capacity to address the academic needs of the students.</i></p>	<p><i>Managing diverse classrooms, addressing behavioral issues, and meeting the needs of all students.</i></p> <ul style="list-style-type: none"> <li><i>• Teachers may not have access to meaningful, ongoing professional development opportunities that are aligned with their teaching needs and the needs of their students.</i></li> <li><i>• New or less experienced teachers need mentorship from seasoned educators, to support challenges and improve their teaching practices.</i></li> <li><i>• Teachers need more training or support for addressing students' social-emotional learning (SEL) and mental health needs.</i></li> </ul>
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ATSI & TSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Suspension	African American Students	13.00%	18.90%	not available until fall 2025	10.00%

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Street Academy

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

The overall implementation remains consistent with the 2024-25 School Plan for Student Achievement (SPSA). Staff continue to utilize our newly designed enrollment plan, which includes an improved system for analyzing student transcripts to ensure accurate course placement and support progress toward graduation.

Weekly peacemaking circles are facilitated by staff and partner organizations to foster community and conflict resolution. Academically, teachers maintain a focus on uniform reading and writing strategies to strengthen vertical alignment across grade levels. Additionally, we are prioritizing strategies to enhance ELL reclassification rates by deepening students' knowledge and application of academic vocabulary.

Describe and explain the **effectiveness** of the strategies and actions to achieve the articulated goals.

This past year, our efficiency in meeting institutional goals improved significantly due to strategic staffing adjustments, organizational restructuring, and targeted academic interventions. By hiring key personnel and implementing focused, research-backed strategies, we strengthened math proficiency across our student population.

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

To address chronic absenteeism, we will continue implementing targeted interventions to increase attendance rates among truant students. This includes expanding mandatory parent/student intervention meetings to address barriers and reinforce accountability.

Alignment: This strategy aligns with LCAP Goal 1 (Line Item 1-4) in Part 3 (Strategies & Actions).

### 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why?  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Printers for the Classroom	A-G Completion	<p>This initiative will provide classrooms with dedicated printers, allowing teachers to print assignments, worksheets, and learning materials on demand during lessons. Students will be able to submit printed work instantly, eliminating disruptions caused by trips to the office. By keeping printing resources within the classroom, teachers can maintain lesson flow while ensuring equitable access for all learners.</p>	<p>Currently, incorporating technology—such as interactive tools and digital resources—is working because it has significantly enhanced student engagement and improved core classroom instruction, as observed by the principal. Teachers who use these tools report more dynamic lessons and better participation from students. However, many classrooms still lack essential technology, such as printers, which limits teachers' ability to distribute materials efficiently and forces them to leave class for printing. Without reliable in-classroom printing, lesson flow is disrupted, and students miss out on timely access to hands-on learning resources.</p>	<p>We will equip classrooms with printers to support our shift to a project-based curriculum, allowing teachers to instantly print rubrics, activity sheets, and project materials during lessons. We will continue integrating technology like printers into daily instruction because they eliminate disruptions from leaving class and ensure students have immediate access to hands-on resources. We will discontinue relying on centralized office printers, as this delays lessons and limits teachers' ability to provide timely materials. These changes will create a seamless, efficient workflow for project-based learning while keeping students engaged in the classroom.</p>
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<p>Technology for the Classroom - Promethean Boards</p>	<p>A-G Completion</p>	<p>Street Academy will equip classrooms with interactive Promethean boards to transform traditional lessons into dynamic learning experiences. Teachers use this technology to model math problems step-by-step, annotate literary texts in real time, and facilitate collaborative science simulations—making abstract concepts tangible for students. The system’s instant polling and response features allow educators to assess understanding mid-lesson and immediately address learning gaps. By merging direct instruction with hands-on participation, Street Academy strengthens core academic skills while increasing student engagement across all subjects."</p>	<p>Street Academy's Promethean board implementation is still in the early stages, so definitive success metrics are not yet available—the strategy requires time for teacher training and classroom integration to yield measurable results. However, initial qualitative feedback from educators indicates strong engagement, with teachers reporting increased student participation during interactive lessons. Quantitative data (e.g., usage logs, pre/post-assessments) will be collected after a full semester of implementation to evaluate impact on academic performance. The main current challenge is ensuring equitable access to training so all teachers can effectively leverage the technology’s full potential.</p>	<p>Street Academy will continue implementing Promethean boards with targeted teacher training, as initial observations show promising student engagement during interactive lessons. We will change our rollout approach by pacing device distribution to align with professional development, ensuring all educators can use the technology effectively. No strategies will be discontinued yet, but we will reassess after collecting semester-long usage data and student performance metrics to determine impact. These adjustments prioritize equitable implementation while maintaining focus on academic outcomes.</p>
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Technology for the Classroom - Teacher Computers	CAST (Science) at or above Standard	<p>This initiative will equip teachers with modern Apple technology—including MacBooks, iMacs, and iPads—enhancing their ability to deliver dynamic, interactive instruction and better engage students in the classroom.</p>	<p>The aging Chromebooks in our classrooms are becoming outdated, creating challenges in delivering equitable access to technology for instruction. Teachers rely on these devices to facilitate interactive lessons, digital assignments, and real-time collaboration with students. Up-to-date technology is critical to maintaining engagement and supporting rigorous learning experiences.</p> <p>The principal has observed that when sufficient and functional computer supplies are available, student participation rises and learning outcomes improve. This correlation underscores the urgency of upgrading our devices to ensure teachers can effectively integrate technology into daily instruction.</p>	<p>Based on our evaluation, we will change our technology by replacing outdated Chromebooks with Apple devices (MacBooks for teachers, iMacs for classrooms, and iPads for interactive lessons) to improve reliability and enhance digital learning. We will continue targeted attendance interventions (like parent-student meetings) and vertical alignment of literacy strategies, as both have proven effective in boosting engagement and academic consistency. However, we will discontinue relying on obsolete Chromebooks, as their technical limitations disrupt instruction. These adjustments prioritize teacher needs and student outcomes—ensuring tech upgrades directly support dynamic instruction, while sustained efforts address attendance and curriculum alignment. Each decision aligns with our broader goals of increasing engagement, equity, and achievement.</p>
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## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b>	Street Academy	<b>SCHOOL ID:</b>	313
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### 3: SCHOOL STRATEGIES & ACTIVITIES

### 2025-26 High School SPSA Guidance

#### LCAP Goal 1: All students graduate college, career, and community ready.

<b>School Goal:</b>	All students will have access to courses with high quality instruction in all content areas in an effort to increase college, career, and life readiness and eliminate the achievement gap for lower performing students as measured by the SRI, CAASPP, ELPAC exam and the A - G completion.			
<b>Identified Need:</b>	Increase the number of students meeting or exceeding standards in the CAASPP ELA and Math - Increase the number of students that are UC A-G ready - increase students lexile scores, increase the school's cohort graduation rate.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Complete ongoing transcript evaluations with the students to make sure they are scheduled in the appropriate classes, credit recovery classes and independent studies online courses	All Students	Academic	Tier 1 - Universal
1-2	Intervention support will be offered in the form of tutorial twice weekly to support student in completing their assignment and passing their class.	All Students	Academic	Tier 2 - Supplemental
1-3	Students participate in college and career fieldtrips and internships.	All Students	Academic	Tier 1 - Universal
1-4	Increase the attendance rate for students who are truant. Have additional parent/student intervention meeting for these student.	All Students	Behavioral	Tier 3 - Intensified

#### LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

<b>School Goal:</b>	Academic Measures & Annual Targets for Focal Student Groups. Because Street Academy is an Alternative Independent Studies school and students come through-out the year at different academic levels and growth towards graduation, we will Provide intervention programs that meet the individual needs of students to be on track in their cohort and provide opportunities for college and career readiness for focus students.			
<b>Identified Need:</b>	Increase the number of students in making up deficient credits to move closer to their grade level cohort. Increase the number of students who are college and career ready.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Provide intervention strategies in class to support struggling students	All Students	Academic	Tier 2 - Supplemental
2-2	Provide tutorial twice weekly for all students to complete assignments and get additional instructional support,	All Students	Academic	Tier 2 - Supplemental

2-3	Provide field trips that extends learning opportunities	All Students	Academic	Tier 1 - Universal
2-4	Provide push in and pull out for students with IEPs	All Students	Academic	Tier 2 - Supplemental

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		Build a better connection between the home and the school community.		
<b>Identified Need:</b>		Increase parental direct involvement with staff by implementing intervention services designed to inform and involve families about student progress and lack of progress.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	CTM meeting wiith student and parents each trimester to discuss students growth and academic status and needs	All Students	Academic	Tier 1 - Universal
3-2	Increased telephone call, text and emails to parents who are truant and not performing	All Students	Behavioral	Tier 2 - Supplemental
3-3	Make sure that families read and complete all required documents related to the running and behavior expectations of the school	All Students	Behavioral	Tier 2 - Supplemental
3-4	Provide weekly community/restorative circles that are theme related	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-5	Monitor behavior interventions for African American students to engage in restorative practices that lead to fewer suspensions.	African American Students	Behavioral	Tier 3 - Intensified

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Goal:</b>		Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.		
<b>Identified Need:</b>		Need to provide ongoing specific and quality professional development to support the capacity of the staff.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide CTM training for all staff so they know their responsibilities and are able to have conversations with students and parent regarding their academic growth and academic needs in order to graduate with their cohort and plan for college or career.	All Students	Academic	Tier 1 - Universal
4-2	Provide ongoing professional development to strengthen their instructional practices and planning.	All Students	Academic	Tier 1 - Universal
4-3	Recruit and hire qualified teachers for vacant positions	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide interventions that focus on increase language and literacy skills as well as math interventons	African American	Academic	Tier 2 - Supplemental
5-2	Provide social/emotional support when needed.	African American	SEL / Mental Health	Tier 3 - Intensified
CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Focus on language and literacy.	English Learner Students	Academic	Tier 1 - Universal
6-2	focus on using uniformed reading and writing strategies to creat vritical alignment across the grade levels.	English Learner Students	Academic	Tier 1 - Universal

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 313**
**School: Street Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Subagreements for Services for the after school program. Provide a safe and supportive environment to experience programs focused on social/emotional learning. We expose the students to different arts and physical activities. This service promotes and encourages better community, self advocacy, and community building.	\$110,772	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Provide college/career readiness, field trips, workshop, community circles, and ongoing enrichments activities that extends learning opportunities.	313-1
Consultants - secures program contracts for the entire year.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Instruction for the after school program. Provide tutorial twice weekly for all students to complete assignments and get additional instructional support.	313-2
Funding an art and music program. These programs will greatly enrich the students with classes and activities to bring out their creative abilities.	\$9,990	Arts & Music in Schools (Proposition 28)	4399	Unallocated	n/a	n/a	n/a			Provide social/emotional support when needed.	313-3
Provides salaries for teacher/consultants to provide elective and extended learning. Students are able to complete required electives to move towards academic completion.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide interventions that focus on increase language and literacy skills as well as math interventions	313-4
To be determined	\$70,518	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			n/a	313-5
Provides for the position of Parent Liaison and computer software. Provides for parent involvement, volunteering and parent education.	\$94,996	LCFF Equity Multiplier	4399	Unallocated	n/a	n/a	n/a			Make sure that families read and complete all required documents related to the running and behavior expectations of the school	313-6
Payment for the work base learning internship and student support programs. It provides students with career readiness and student supports.	\$20,656	Measure H Carryover	4399	Unallocated	n/a	n/a	n/a			Students participate in college and career fieldtrips and internships.	313-7
Unallocated - supports the salary of the College and Career Coordinator. Also supports the salary of the Community Based Organizations. Their services are vital in providing the necessary information for our students to be informed about college and career choice.	\$20,359	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach, College/Career Pathways	0.1			Provide workshops, seminars, one-on-one meetings with students and group meetings with classes. Provide field trips to colleges and internships to local businesses.	313-8
Unallocated - Payment for extended hours for staff and student stipends, more workbased learning and student support programs.	\$32,453	Measure H: College & Career Readiness for All	4399	Unallocated	n/a	n/a	n/a			Students participate in college and career fieldtrips and internships.	313-9

## PROPOSED 2025-26 SCHOOL SITE BUDGET

**Site Number: 313**

**School:** Street Academy

[illegible]



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

### **Oakland Emiliano Zapata Street Academy High School**

**(Street Academy) agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Street Academy informs parents of the school's participation in Title I Program at our annual Title I meeting on an evening when we host Family Meetings. Parents are also informed in CTM Family Meetings (one-on-one meetings with Student, Family & Advisor) which happen 3-4 times each year at the beginning of the school year, end of the Fall, Winter & Spring Terms.
- The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:
  - Families are invited and informed of their rights to participate in School Site Council
  - To volunteer as CTM Parents by participating in Study Tours, Guest Speakers, etc.
  - Participate and support at our annual Back 2 School Social Justice Fair
  - Contribute and support in other ways of parents' interest
- Our SSC meeting is determined by parents and meetings vary based on parent availability.

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also share information on Parent Square, emails and texts messages on a monthly basis. All parents/families attend new student orientation which covers this information.

The school communicates to families about the school's Title I, Part A programs by:



- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send information on Parent Square, emails and text messages on a monthly basis. All parents/families attend new student orientation which covers this.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet during:

- CTM Meetings that occur 3-4 times each year at the beginning of the school year, end of the Fall, Winter & Spring Terms.
- Team meetings with parents, students and team of teachers.
- SST meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Communication happens via CTM (advisory) phone calls home to invite and remind of important meetings, flyers are posted and frequently mailed. We also send information on Parent Square, emails and text messages on a monthly basis. All parents/families attend new student orientation which covers this.

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- We recruit CTM Parents to support in advisory and have regular parent volunteers who stay involved even after their children graduate to observe in classes, provide tutorial and to work side-by-side with new teachers in particular in support of developing cultural competency, restorative classroom management techniques, to lead restorative conferences and mediations.
- Families are invited to sign up for volunteer opportunities when registering their child at Street Academy.
- Parents are encouraged to volunteer and or to participate as audiences throughout the year via Parent Square, CTM outreach, student outreach and flyers.
- As mentioned above, Families are invited and informed of their rights to participate in the School Site Council, to volunteer as CTM Parents, participate in Study Tours and contribute in other ways at our annual Back 2 School Social Justice Fair.

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Families attend Back 2 School Social Justice Fair to meet teachers, review syllabi and curriculum from their children's courses, meet and gather information about community based organizations involved with providing student internships, build community in restorative talking circles at least 3 times / year; practice mindfulness,

etc. Families also participate in instructional learning walks with the Principal and SAF Board Foundation Academic Committee particularly associated with periodic accreditation site visits.

- Parents are encouraged to sign up for the Parent Portal and Google Classroom

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- As mentioned above, families meet with CTM at least 3 times each year to review academic and behavioral progress, review courses student is enrolled in, identify strengths, areas of growth, discuss concurrent enrollment opportunities, and create improvement plans that can include referrals to our CARE (Continuous Accountability & Resource Engagement) team.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- As mentioned above, families meet with CTM at least 3 times each year to review academic and behavioral progress, review courses student is enrolled in, identify strengths, areas of growth, discuss concurrent enrollment opportunities, and create improvement plans that can include referrals to our CARE (Continuous Accountability & Resource Engagement) team.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Timely posting of SSC, Title I and other family events/meetings As mentioned above, Street Academy informs parents of the school's participation in the Title I Program at annual Title I meetings on an evening when we host Family Meetings. Parents are also informed in CTM Family Meetings (one-on-one meetings with Student, Family & Advisor) which happen 3-4 times each year at the beginning of the school year, end of the Fall, Winter & Spring Terms.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- By providing interpreters and translation at SSC, Title 1, and all family meetings.
- By relocating meeting rooms to accommodate all parents.
- By scheduling the best time for all parents.

The school provides support for parent and family engagement activities requested by parents by:

- By welcoming families with children.
- By providing activities and childcare.
- By providing food, refreshments and snacks.
- By providing translation and materials in home language.
- Families have direct access to CTM and Principal. Street Academy has an open door policy and invites parents to be present on campus at any time. All parents including Title 1 parents are surveyed regularly regarding



individual needs as well as activities they believe are the most helpful in supporting their children's academic success. These surveys are distributed at the Back 2 School Social Justice Fair, CTM Family Meetings, End of Program Social Justice Exhibitions. Feedback is gathered and our All Family Meetings are planned based upon this feedback.

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, during all of our meetings that involve parent participation, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Families have direct access to CTM and Principal. Street Academy has an open door policy and invites parents to be present on campus at any time. All parents including Title 1 parents are surveyed regularly regarding individual needs as well as activities they believe are the most helpful in supporting their children's academic success. These surveys are distributed at the Back 2 School Social Justice Fair, CTM Family Meetings, End of Program Social Justice Exhibitions. Feedback is gathered and our All Family Meetings are planned based upon this feedback

**Adoption**

This policy was adopted by the **Oakland Emiliano Zapata Street Academy** School Site Council on **August 28, 2024**, and will be in effect for the period of August 28, 2024 through May 25, 2025.

**The school will distribute this policy to all parents on or before September 30, 2024.**

**Executive Director**

**Bukola Lawal**

**Signature of Executive Director**

**Bukola Lawal**

**Date: August 28, 2024**

*Please attach the School-Parent Compact to this document.*



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **School-Parent Compact**

### **Oakland Emiliano Zapata Street Academy**

**2024-2025**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2024-2025 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

See attached CTM - Social Justice Agreement

- 2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

See attached CTM - Social Justice Agreement

- 3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

See attached CTM - Social Justice Agreement

- 4) **Provide parents reasonable access to staff.**

See attached CTM - Social Justice Agreement

- 5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

An interpreter and translation of all information will be provided.

Opportunities to volunteer and participate in their child's class and to observe classroom activities will be discussed at each family meeting held 3 to 4 times a year.

- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

See attached Parent - Social Justice Agreement

- 7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Staff is educated at weekly professional development trainings, at and during Restorative Justice Circles and at family engagement events.

- 8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

See Attached Parent - Social Justice Agreement

See Attached CTM - Social Justice Agreement

See Attached Zapatista - Social Justice Agreement (student)

#### **Teacher Responsibilities**

*Our teachers follow the CTM model: Counselor, Teacher, Mentor*

See Attached CTM - Social Justice Agreement

#### **Parent Responsibilities**

See Attached Parent - Social Justice Agreement

#### **Student Responsibilities**

See Attached Zapatista - Social Justice Agreement

This Compact was adopted by the **Oakland Emiliano Zapata Street Academy** School Site Council on **August 28, 2024** and will be in effect for the period of August 28, 2024 through May 25, 2025.

**The school will distribute this policy to all parents on or before September 30, 2024.**

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30, 2024**.

**Signature of Executive Director**

**Bukola Lawal**

**Date: August 28, 2024**



# **Título I, Parte A Política de participación de padres y familias en la escuela**

## **Escuela Secundaria Oakland Emiliano Zapata Street Academy**

**(Street Academy) acepta implementar las siguientes prácticas de participación, de acuerdo con Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:**

### **Estándar 1 de participación familiar de OUSD: Programa educativo para padres/cuidadores**

*Las familias reciben apoyo con habilidades de crianza y crianza de niños, comprensión del desarrollo de niños y adolescentes y establecimiento de condiciones en el hogar que apoyen a los niños como estudiantes en cada edad y nivel de grado.*

La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos mediante:

- Street Academy informa a los padres sobre la participación de la escuela en el Programa Título I en nuestra reunión anual de Título I en una noche en la que organizamos reuniones familiares. Los padres también son informados en las reuniones familiares de CTM (reuniones individuales con el estudiante, la familia y el asesor) que se llevan a cabo de 3 a 4 veces al año al comienzo del año escolar, al final de los períodos de otoño, invierno y primavera.
- La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:
  - Las familias están invitadas e informadas sobre sus derechos a participar en el Consejo Escolar.
  - Ser voluntario como padres de CTM participando en viajes de estudio, oradores invitados, etc.
  - Participe y apoye en nuestra Feria anual de Justicia Social Back 2 School
  - Contribuir y apoyar en otras formas de interés de los padres.
- Nuestra reunión del SSC está determinada por los padres y las reuniones varían según la disponibilidad de los padres.

### **Estándar 2 de participación familiar de OUSD: Comunicación con padres y cuidadores**

*Las familias y el personal de la escuela participan en una comunicación significativa, bidireccional y regular sobre el aprendizaje de los estudiantes.*

La escuela comunica a las familias sobre la Política de participación de padres y familias de la escuela mediante:

- Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres a asistir, para informar a los padres sobre la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.
- La comunicación se realiza a través de llamadas telefónicas de CTM (asesoramiento) a casa para invitar y recordar reuniones importantes, se publican folletos y se envían por correo con frecuencia. También compartimos información sobre Parent Square, correos electrónicos y mensajes de texto mensualmente. Todos los padres/Las familias asisten a la orientación para nuevos estudiantes que cubre esta información.

La escuela comunica a las familias sobre los programas Título I, Parte A de la escuela mediante:

- La comunicación se realiza a través de llamadas telefónicas de CTM (asesoramiento) a casa para invitar y recordar reuniones importantes, se publican folletos y se blindado. También enviamos información sobre Parent Square, correos electrónicos y mensajes de texto mensualmente. base. todos los padres/Las familias asisten a la orientación para nuevos estudiantes que cubre esto..

La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que los estudiantes alcancen durante:

- Reuniones de CTM que ocurren 3 o 4 veces al año al comienzo del año escolar, al final de los períodos de otoño, invierno y primavera.
- Reuniones de equipo con padres, alumnos y equipo de profesores.
- Reuniones SST

La escuela distribuye información relacionada con los programas escolares y para padres, reuniones, informes escolares y otras actividades a los padres en un formato e idioma que los padres comprendan mediante:

- La comunicación se realiza a través de llamadas telefónicas de CTM (asesoramiento) a casa para invitar y recordar reuniones importantes; se publican y envían folletos con frecuencia por correo. También enviamos información sobre Parent Square, correos electrónicos y mensajes de texto mensualmente. todos los padres/Las familias asisten a la orientación para nuevos estudiantes que cubre esto..

### **Estándar 3 de participación familiar de OUSD: Programa de voluntariado para padres**

*Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.*

La escuela brinda oportunidades para que las familias sean voluntarias en las aulas y otras actividades escolares al:

- Reclutamos a padres de CTM para que apoyen en el asesoramiento y contamos con padres voluntarios regulares que permanecen involucrados incluso después de que sus hijos se gradúen para observar en las clases, brindar tutoría y trabajar codo con codo con los nuevos maestros, en particular para apoyar el desarrollo de la competencia cultural y el aula restaurativa. técnicas de gestión, para liderar conferencias y mediaciones restaurativas.
- Se invita a las familias a inscribirse en oportunidades de voluntariado al registrar a sus hijos en Street Academy.
- Se anima a los padres a ser voluntarios o participar como audiencia durante todo el año a través de Parent Square, extensión CTM, extensión estudiantil y folletos.
- Como se mencionó anteriormente, las familias están invitadas e informadas sobre sus derechos a participar en el Consejo Escolar, a ser voluntarios como padres de CTM, a participar en viajes de estudio y a contribuir de otras maneras en nuestra Feria anual de Justicia Social Back 2 School.

### **Estándar 4 de participación familiar de OUSD: aprendizaje en casa**

*Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.*



La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- Las familias asisten a la Feria de Justicia Social Back 2 School para conocer a los maestros, revisar los programas de estudios y el plan de estudios de los cursos de sus hijos, reunirse y recopilar información sobre organizaciones comunitarias involucradas en la provisión de pasantías para estudiantes, construir una comunidad en círculos de conversación restaurativos al menos 3 veces. / año; practicar la atención plena, etc. Las familias también participan en caminatas de aprendizaje instructivo con el director y el Comité Académico de la Fundación de la Junta de ŞAF, particularmente asociadas con visitas periódicas al sitio de acreditación.
- Se anima a los padres a registrarse en el Portal para padres y en Google Classroom.

### **Estándar 5 de participación familiar de OUSD: poder compartido y toma de decisiones**

*Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.*

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales al:

- Como se mencionó anteriormente, las familias se reúnen con CTM al menos 3 veces al año para revisar el progreso académico y de comportamiento, revisar los cursos en los que está matriculado el estudiante, identificar fortalezas, áreas de crecimiento, discutir oportunidades de inscripción simultánea y crear planes de mejora que pueden incluir referencias a nuestro Equipo CARE (Responsabilidad Continua y Compromiso de Recursos).

La escuela brinda oportunidades para reuniones periódicas con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

- Como se mencionó anteriormente, las familias se reúnen con CTM al menos 3 veces al año para revisar el progreso académico y de comportamiento, revisar los cursos en los que está matriculado el estudiante, identificar fortalezas, áreas de crecimiento, discutir oportunidades de inscripción simultánea y crear planes de mejora que pueden incluir referencias a nuestro Equipo CARE (Responsabilidad Continua y Compromiso de Recursos).

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas del Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:

- Publicación oportuna de SSC, Título I y otros eventos/reuniones familiares Como se mencionó anteriormente, Street Academy informa a los padres sobre la participación de la escuela en el Programa Título I en las reuniones anuales de Título I en una noche en la que organizamos reuniones familiares. Los padres también son informados en las reuniones familiares de CTM (reuniones individuales con el estudiante, la familia y el asesor) que se llevan a cabo de 3 a 4 veces al año al comienzo del año escolar, al final de los períodos de otoño, invierno y primavera.

La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:

- Proporcionando intérpretes y traducción en SSC, Título 1 y en todas las reuniones familiares.
- Reubicando las salas de reuniones para acomodar a todos los padres.
- Programando el mejor horario para todos los padres.

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres mediante:

- Acogiendo a familias con niños.
- Ofreciendo actividades y cuidado de niños.
- Proporcionando alimentos, refrescos y snacks.
- Proporcionando traducción y materiales en el idioma del hogar.
- Las familias tienen acceso directo a CTM y Principal. Street Academy tiene una política de puertas abiertas e invita a los padres a estar presentes en el campus en cualquier momento. Todos los padres, incluidos los padres del Título 1, son encuestados periódicamente sobre las necesidades individuales y las actividades que creen que son más útiles para apoyar el éxito académico de sus hijos. Estas encuestas se distribuyen en la Feria de Justicia Social de Back 2 School, las Reuniones Familiares de CTM y las Exhibiciones de Justicia Social de Fin de Programa. Se recopilan comentarios y nuestras reuniones familiares se planifican en función de estos comentarios.

#### **Estándar 6 de participación familiar de OUSD: Colaboración y recursos comunitarios**

*Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.*

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, durante todas nuestras reuniones que involucran la participación de los padres, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación. de sus hijos por:

- Las familias tienen acceso directo a CTM y Principal. Street Academy tiene una política de puertas abiertas e invita a los padres a estar presentes en el campus en cualquier momento. Todos los padres, incluidos los padres del Título 1, son encuestados periódicamente sobre las necesidades individuales y las actividades que creen que son más útiles para apoyar el éxito académico de sus hijos. Estas encuestas se distribuyen en la Feria de Justicia Social de Back 2 School, las Reuniones Familiares de CTM y las Exhibiciones de Justicia Social de Fin de Programa. Se recopilan comentarios y nuestras reuniones familiares se planifican en función de estos comentarios.

#### **Adopción**

Esta política fue adoptada por la **Academia de la Calle Emiliano Zapata de Oakland** Consejo Escolar en **28 de agosto de 2024**, y estará vigente por el período del 28 de agosto de 2024 al 25 de mayo de 2025.

**La escuela distribuirá esta política a todos los padres a más tardar el 30 de septiembre de 2024.**

**Director ejecutivo**

**Bukola Lawal**

**Fecha: 28 de agosto de 2024**

**Firma del Director Ejecutivo**

**Bukola Lawal**

*Adjunte el Convenio entre la escuela y los padres a este documento.*

## School Site Council Membership Roster – High School

**School Name:** Street Academy

**School Year** 2024-2025

<b>Chairperson :</b> <b>Jonathon Overmyer</b>	<b>Vice Chairperson:</b> <b>Erica Trejo</b>
<b>Secretary:</b> <b>Robert Young</b>	<b><u>DAC Representative:</u></b>

### Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
May						X
Jonathon Overmyer	417 29th Street Oakland				X	
Erica Trejo	417 29th Street Oakland		X			
Terrence Millican	5815 San Pablo Ave., Oak 94608				X	
Robert Young	417 29th Street Oakland			X		
Bukola Lawal	417 29th Street Oakland	X				
Nala - Alternate						X
<b>DAC Representative</b>						
Home Ph.	Email:					