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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Street Academy

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**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Street Academy



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

## **2026-27 School Plan for Student Achievement (SPSA)**

**School:** Street Academy  
**CDS Code:** 1612590130179  
**Principal:** Jason Reimann  
**Date of this revision:**

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> Jason Reimann	<b>Position:</b> Principal
<b>Address:</b> 417 29th Street Oakland, CA 94609	<b>Telephone:</b> 510-874-3630 <b>Email:</b> <a href="mailto:jason.reimann@ousd.org">jason.reimann@ousd.org</a>

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

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

6/24/2026

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

**2026-27 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:**

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:**

Jason Reimann		4/21/2026
<i>Principal</i>	Signature	Date
Mitzy Valdes		4/21/26
<i>SSC Chairperson</i>	Signature	Date
<i>SELLS Representative (optional)</i>		Date
Vanessa Sifuentes	<i>Vanessa Sifuentes</i>	4.24.26
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman		4/17/26
<i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Date
	Signature	

## 2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/10/2026	SSC & SELLS	Reviewed SPSA goals and strategies, Discussed proposed expenditures and priorities
2/27/2026	SSC & SELLS	Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections
3/5/2026	SSC & SELLS	Reflected on instructional practices and supports, Discussed proposed expenditures and priorities, Facilitate
4/20/2026	Faculty	Conducted mid-year or final SPSA review
4/21/2026	SSC & SELLS	Conducted mid-year or final SPSA review

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### 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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$88,480.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$259,680.93

### 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 Resource 3010	\$86,900
Title I Parent & Family Engagement Resource 3010	\$1,580
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$88,480</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$259,680.93</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$0
LCFF Equity Multiplier Resource 7399	\$110,668
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$0
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$45,242
Proposition 28 (Arts & Music in Schools) Resource 6770	\$15,291
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$171,201</b>

**2026-27 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.

**Resource Inequities (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 opporunities 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.

School Demographics, 2024-25								
<b>% Male</b>	<b>% Black/African American</b>	<b>% Latino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Students with Disabilities</b>	<b>% Unduplicated Pupil Percentage</b>	<b>% English Learners</b>	<b>% LTEL</b>
44.2%	40.3%	46.8%	0.0%	1.3%	18.2%	96.1%	20.8%	19.5%
<b>% Female</b>	<b>% Multiracial</b>	<b>% Asian</b>	<b>% Filipino</b>	<b>% American Indian/ Alaskan Native</b>	<b>% Foster Youth</b>	<b>% Socioeconomically Disadvantaged</b>	<b>% Newcomers</b>	<b>School Stability Rate</b>
55.8%	2.6%	5.2%	1.3%	0.0%	7.8%	90.9%	0.0%	49.5%

## 1B: GOALS & IDENTIFIED NEEDS

### 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 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	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students		-94.9	-129.4	-132.0	-124.0
SBAC ELA Participation	All Students	NULL	41.0%	71.4%	95.0%	95
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	1.4%	0.0%	0.0%	52.8%	55.0%

<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-247.8	-183.9	-200.9	-237.8	-190.0
SBAC Math Participation	All Students	41.0%	41.0%	71.4%	95.0%	95%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	5.9%	4.3%	11.7%	11.7%
California Science Test (CAST) Participation	All Students	30.8%	43.6%	69.7%	95.0%	95%%
<b>Graduation Measures &amp; Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
Four-Five Year Cohort Graduation Rate	All Students	28.6%	43.8%	30.6%	30.0%	45.0%
On Track to Graduate: 9th Grade	All Students	0.0%	18.2%	21.4%	95.0%	25.0%
On Track to Graduate: 11th Grade	All Students	0.0%	0.0%	100.0%	95.0%	30.0%
A-G Completion	All Students	11.1%	25.0%	2.8%	100.0%	11.0%
College/Career Readiness	All Students	4.8%	0.0%	3.1%	100.0%	7.0%

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

**School Goal:** 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 opportunites for college and career readiness for focus students.

**Identified School Need:** 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students		-212.0	-228.0	-132.0	-132.0
SBAC ELA Distance from Standard Met	African American Students		-141.1	-140.4	8.0	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	1.4%		0.0%	70.4%	70.0%
SBAC Math Distance from Standard Met	Special Education Students	-279.3	-273.7	-245.0	-237.8	-225.0
SBAC Math Distance from Standard Met	African American Students	-258.2	-200.4	-234.7	-248.0	-225.0

**Reclassification Measures & Targets** *\*Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	0.0%	0.0%	0.0%	3.0%	5.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	3.0%	5.0%

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

**School Goal:** Build a better connection between the home and the school community.

**Identified School Need:** 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	2026-27 New Target
Student Connectedness to School	All Students	42.0%		50.0%	50.0%	55.0%
Out-of-School Suspensions	All Students	13.0%	13.6%	8.1%	10.0%	10.0%
Out-of-School Suspensions	African American Students	13.0%	18.9%	9.3%	10.0%	15.0%
Out-of-School Suspensions	Special Education Students	16.1%	28.0%	14.3%	13.0%	20.0%
Chronic Absenteeism	All Students	92.6%		89.7%	95.0%	75.0%
Chronic Absenteeism	African American Students	97.2%		90.9%	95.0%	80.0%

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

**School Goal:** Sustain teacher retention for the whole school year. Strengthen staff’s capacity to address the academic needs of the students.

**Identified School Need:** 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers			100.0%	100.0%	100.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>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.	Ongoing challenges related to professional development and subject-alike collaboration for OEZSA in part because of the size of our faculty, but also because OEZSA staff are often not included in the invitations or email groups related to subject alike training. Additionally, as a small school, teachers must teach in more than one subject area.
<i>LCAP Goal 2:</i>	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.	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. <ul style="list-style-type: none"><li>• Implement a system for monitoring each student's academic progress</li><li>• 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.</li><li>• Create engaging, relevant learning experiences including project-based learning, career exploration, and community service.</li></ul>
<i>LCAP Goal 3:</i>	Build a better connection between the home and the school community.	Create regular updates by sending newsletters, emails, or texts to keep parents informed about school events, student progress, and upcoming activities. <ul style="list-style-type: none"><li>• Organize regular, informal check-ins between teachers and parents.,</li><li>• Provide parents with opportunities to volunteer in school events or in classrooms that allows them to feel part of the school community.</li><li>• Encourage parents to visit the school and participate in activities helps them feel welcome and part of the educational process.</li><li>• Continue the collaboration with our local Partnerships and local businesses, organizations, and community centers.</li></ul>

<i>LCAP Goal 4:</i>	Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Setting time to allow teachers to share best practices, discuss challenges, and learn from each other.</li> <li>• 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.</li> <li>• Promote a school culture where collaboration and mutual respect are prioritized, creating a supportive environment where teachers feel valued and connected.</li> <li>• Implement a system of regular coaching or feedback, allowing teachers to improve their practices and feel supported in their professional journey.</li> </ul>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>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.	Because Street Academy has not received full funding for the 2025-2026 school year, there has not been any funding to create interventions or to pay teachers and other staff for extra hours to support student interventions.
<i>LCAP Goal 2:</i>	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 opportunites for college and career readiness for focus students.	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 & 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 & career exploration. Title I Parent Education funding will support family engagement initiatives dedicated to strengthening the school-home partnership to promote student success, with any remaining funds used toward these specific engagement initiatives.
<i>LCAP Goal 3:</i>	Build a better connection between the home and the school community.	The contact information that we have for many of our families makes it difficult to maintain strong contact. Some of our families' phones are disconnected and that make family contact difficult.

<i>LCAP Goal 4:</i>	Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.	Managing diverse classrooms, addressing behavioral issues, and meeting the needs of all students. <ul style="list-style-type: none"><li>• Teachers may not have access to meaningful, ongoing professional development opportunities that are aligned with their teaching needs and the needs of their students.</li><li>• New or less experienced teachers need mentorship from seasoned educators, to support challenges and improve their teaching practices.</li><li>• Teachers need more training or support for addressing students' social-emotional learning (SEL) and mental health needs.</li></ul>
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**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Street Academy

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Technology for Classroom - Teacher &amp; Student - Computers and Chrome Books</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Implementation was delayed due to leadership changes; however, the SSC approved the expenditure in March 2026. Program evaluation is pending the completion of Spring 2026 activities.</p>	<p>TBD</p>	<p>TBD</p>
<p>Field Trips - Transportation and Admissions</p>	<p>College/Career Readiness</p>	<p>Implementation was delayed due to leadership changes; however, the SSC approved the expenditure in March 2026. Program evaluation is pending the completion of Spring 2026 activities.</p>	<p>TBD</p>	<p>TBD</p>
<p>Instructional Materials</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Implementation was delayed due to leadership changes; however, the SSC approved the expenditure in March 2026. Program evaluation is pending the completion of Spring 2026 activities.</p>	<p>TBD</p>	<p>TBD</p>

Light Refreshemnt - Title I Parent	Chronic Absenteeism	Implementation was delayed due to leadership changes; however, the SSC approved the expenditure in March 2026. Program evaluation is pending the completion of Spring 2026 activities.	TBD	TBD

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b>	Street Academy	<b>SCHOOL ID:</b>	219
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<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>	<a href="#">Click here for guidance on SPSA practices</a>
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<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>
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<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.
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<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.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 activities, not limited to 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 with student and parents each trimester to discuss students growth and academic status and needs	All Students	Academic	Tier 1 - Universal
3-2	Increased parent relationships to support the academic success and attendance for all students. Strategies include, but are not limited to 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.**

**School Goal:** Sustain teacher retention for the whole school year. Strengthen staff's capacity to address the academic needs of the students.

**Identified Need:** 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**

#	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** [\*ELL Progress Data\*](#)

#	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 2026-27 SCHOOL SITE BUDGET**

**Site Number:** 313

**School:** Street Academy

<b>Instructions:</b> Please complete any <b>yellow</b> cells below to provide information for resource allocation aligned to student needs and SPSA activity.											
<b>DESCRIPTION OF PROPOSED EXPENDITURE</b>	<b>BUDGET AMOUNT</b>	<b>BUDGET RESOURCE</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>PCN</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>RELATED LCAP GOAL</b>	<b>DESCRIPTION OF STUDENT NEED</b>	<b>RELATED SPSA ACTIVITY</b>	<b>BUDGET ACTION NUMBER</b>
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link to an LCAP goal.</i>	<b>ALIGNED TO EXPENDITURE (TITLE I ONLY)</b>	<i>Link to an SPSA activity.</i>	<i>Autofills to identify the action.</i>
This allocation will pay for creating an art/music instructor, who will help students to improve their exposure to arts and music. This will assist struggling students earn elective credit.	\$15,291	Arts & Music in Schools (Proposition 28)	5825	Consultants			0.00			Provide intervention strategies in class to support struggling students	313-1
This allocation will pay for classified staff to support social emotional interventions, specifically the restorative justice and emotional support staff.	\$45,242	California Community Schools Partnership Program	2205	Classified Support Salaries	2173	Community Relations Ast II Bil	0.50			Increase the attendance rate for students who are truant. Have additional parent/student intervention meeting for these student.	313-2
These funds will be used to support OUSD in providing a coach for Measure H programs. The oversight and support of Measure H by OUSD will help to benefit every Street Academy student.	\$21,236	Golden State Pathways Program	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach College/Career Pathways	0.10			Increase the attendance rate for students who are truant. Have additional parent/student intervention meeting for these student.	313-3
These funds will be used to hire a CTE teacher in order to improve the CTE pathways. It will improve student outcomes by helping all students successfully complete the Education Pathways at Street Academy.	\$70,518	Golden State Pathways Program	5100	Subagreements For Services			0.00			Provide ongoing professional development to strengthen their instructional practices and planning.	313-4
These carryover funds will be used to pay for family outreach and support. Our family support specialist and liaisons help to connect students and families with school and helps with attendance support.	\$110,668	LCFF Equity Multiplier	4391	Carryover, Prior Year			0.00			Increased parent relationships to support the academic success and attendance for all students. Strategies include, but are not limited to telephone call, text and emails to parents who are truant and not performing	313-5
These carryover funds will be used to pay for family outreach and support. Our family support specialist and liaisons help to connect students and families with school and helps with attendance support.	\$1,531	Measure H Carryover	4391	Carryover, Prior Year			0.00			Provide ongoing professional development to strengthen their instructional practices and planning.	313-6
These funds are used to pay for our internship and college/career readiness coordinator. This benefits Street Academy students by ensuring that students are availed of college and career learning opportunities and supports navigating entering college and career.	\$62,142	Measure H: College & Career Readiness for All	4399	Unallocated			0.00			Students participate in college and career activities, not limited to fieldtrips and internships.	313-7



## OEZSA CTMS & STAFF SOCIAL JUSTICE AGREEMENTS

### **I fully commit to OEZSA in the following ways:**

1. I will be present and on time daily. This means being at my post to actively supervise transitions in mornings, afternoons, etc. I will be ready to work before the first and/or dismissal bell rings, during transitions, returning from breaks, lunch, etc. I will remain at OEZSA everyday to be present to support the after school program when necessary, and to constructively engage in staff meetings, professional development, RJ circles, SST's, parent meetings, IEP meetings etc.
2. I will commit to not letting failure be an option for each Zapatista. I will expect each Zapatista to reach a minimum of 80% or higher in all classes. I am committed to results (both academic and personal).
3. I will always teach and serve the community in the best way I know how, and I will do whatever it takes for every single Zapatista to learn. This means building relationships between adult and child so that we minimize out of class time thus supporting each Zapatista in making the goal of no suspensions and no out of class referrals to the CTM, RJ Coordinator or Principal for the entire school year.
4. I will value the families and the cultural backgrounds of our Zapatista's families and will utilize these assets in our classrooms and school community.
5. I will use regular data analysis to plan and execute rigorous lessons and to evaluate our Zapatistas' progress academically, behaviorally, socially and emotionally. This will help prepare our Zapatistas for success in college and in life after high school. I will reflect, collaborate and plan transparently with colleagues on a regular basis. I am committed to my own professional growth and constant learning. I will get feedback regularly and seek out professional development opportunities.
6. I will hold *all* of OEZSA's Zapatistas, parents/families, staff, Community Supporters, and selves to high expectations.
7. I will make myself available to our Zapatista's, parents/guardians/families, and fellow staff supporters via phone, email, or in person with consistent and timely communication, within 24-48 hrs of a family calling. I will regularly provide parents/guardians/families with updates on their children's progress via Daily Contract coupled with daily communication, school wide monitoring, progress reports, and report cards.
8. I will respect the rights and interests of everyone at OEZSA regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
9. I will always act in a professional manner when speaking with all people in our school community: fellow colleagues, parents/guardians/families, and Zapatistas.
10. I will strive to be the best staff advocate that I can be by modeling excellence and taking no shortcuts in preparing our Zapatistas for success in high school, college, career and in life.
11. I will work tirelessly to ensure the safety of all Zapatistas under our supervision and care.
12. I am responsible for my own behavior. If I make a mistake, I will take responsibility, by telling the truth, and fixing the behavior.
13. I will advocate tirelessly for equitable outcomes for all of our Zapatistas on a local, state, national and global level.
14. I will understand and personify the OEZSA Core Values/Principles, embody the 7 Core Assumptions, model the expected behaviors and uphold the Social Justice Agreements.
15. I will always act in a professional manner when speaking with all people in our school community: OEZSA CTMs, Staff Support, Community Support, Zapatistas, fellow parents / family members, etc are all worthy of respect at all times. We should be united in our pursuit of academic excellence, respectful and responsible in our actions and our words. (i.e. use of profanity, shouting, threatening or demeaning language of any kind is never appropriate).

**Print OEZSA CTM's Name:** Bukola Lawal

**OEZSA CTM's Signature:** Bukola Lawal

**Date** 09/03/2025

## OEZSA PARENTS/FAMILIES SOCIAL JUSTICE AGREEMENTS

### **We fully commit to OEZSA in the following ways:**

1. We will make sure our child arrives at OEZSA everyday no later than 8:50am (Monday – Friday).
2. We will make arrangements so our child can remain at OEZSA up to and beyond dismissal in order to do whatever it takes to ensure our Zapatista's success.
3. We will expect our child to earn a minimum 80% and a 3.0 GPA in all classes.
4. We will make arrangements for our child to come to OEZSA on appropriate Saturdays.
5. We understand that OEZSA is run by its own community nonprofit and that it depends upon the community's involvement to continue its existence. We will volunteer at least 10 hours of service to the school each year (volunteering includes attendance at mandatory meetings, school events, office/classroom support, donations, clerical support, etc).
6. If our child needs to stay for OEZSA Reconciliation hours (Friday Night Blues; Monday/Friday Homework club; Tuesday/Thursday tutoring; appropriate Saturdays) more than 5 times consecutively, I will attend a CTM meeting and/or Staff Meeting Circle to design goals to support my child's success.
7. We give permission for our child to participate in supplemental instruction as needed (for example, field trips, Weekend Wake Up, Before/After school program and Saturday Academy).
8. We will partner with CTM, Staff Support and Community Support of OEZSA to help our child excel in school, both academically and behaviorally.
9. We will insure our child completes homework every night. We will make sure homework is of the best quality. We will ask for regular updates regarding our child's progress.
10. We will always make ourselves available to our children and the school and respectfully address any concerns that arise concerning our child. We will meet regularly with CTM and or appropriate Staff/Community Support to discuss our child's progress.
11. If our child is going to be tardy or be absent from school will call the office the morning of the tardy or absence.
12. We will support our child in the commitment to excellence and understand the following means no participation in graduation ceremony, graduation related activities and possibly additional time beyond the average 4 years of high school to earn a diploma - a below 2.0 GPA; more than 5 referrals / year; more than 1 suspension / year; failure to earn 230 credits within required areas of study.
13. We will make sure our child follows the OEZSA dress code.
14. We understand that we as well as our child needs to respect the rights and interests of everyone at OEZSA regardless of race, color, gender, age, religion, disability, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment.
15. We will always act in a professional manner when speaking with all people in our school community: OEZSA CTMs, Staff Support, Community Support, Zapatistas, fellow parents / family members, etc are all worthy of respect at all times. We should be united in our pursuit of academic excellence, respectful and responsible in our actions and our words. (i.e. use of profanity, shouting, threatening or demeaning language of any kind is never appropriate).
16. We will help our child prepare for college and life after high school by supporting him/her and encouraging him/her to adhere to the Social Justice agreements.
17. We are responsible for our own behavior, as well as our child's. If a mistake is made we will take responsibility by telling the truth, and fixing the behavior.

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**Print OEZSA Parent/Guardian's Name:** \_\_\_\_\_

**OEZSA Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## OEZSA NEUTRALITY AGREEMENT

1. I understand that *Oakland Emiliano Zapata Street Academy* is a place where gang/ turf affiliations, issues, conflicts, etc have no place. I will not involve myself in any of these things because I understand that I am putting myself (and others) in danger of becoming victims of violence. By engaging in risky behaviors such as gang/turf affiliation, I understand that the OEZSA community's response to my choice may be mandatory referral to programs for assistance, suspension or a referral to the Disciplinary Hearing Process where I may be expelled from the Oakland Unified School District.

2. I will respect the dress code and that the school will use its own discretion in prohibiting items such as rosaries, certain colors, and other items known to be associated with gang/turf life. I understand that at school and school sponsored activities these behaviors and items have no place. I will avoid actions such as using hand signals or engaging in conversations that are gang/turf related because I understand that this is not the most important thing for me to be doing.

3. I understand my peers and I have more in common than we have differences and I support the idea of OEZSA being like a sanctuary. This means it is a school where all can feel safe and free from threats that undermine educational pursuits. I know the adults on this campus are my allies and my advocates and I will confide in them when I am faced with a potentially unsafe situation to receive assistance in determining a resolution.

4. I also understand that if I have made the choice to no longer be gang/turf affiliated that there are adults on campus who can refer me to outside organizations to help me avoid conflicts in school and outside of school.

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Print Zapatista Name:     Bukola Lawal    

Zapatista Signature: *Bukola Lawal*

Date:     9/03/2025    

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Print Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**\*Parent Signature acknowledges an understanding of the agreement between Zapatista & OEZSA**

## STREET ACADEMY SCHOOL-PARENT COMPACT

### OEZSA ZAPATISTA SOCIAL JUSTICE AGREEMENTS

**I fully commit to Street Academy in the following ways:**

1. I will arrive at OEZSA on time (8:50 a.m.) everyday and attend for the duration of the academic and enrichment program.
2. I will come to school every day prepared to learn (examples: supplies ready, well-rested, positive attitude, personifying core values).
3. I will not take shortcuts. I will give 100% everyday - work, think, and behave in the best way I know how, and I will do whatever it takes for my fellow Zapatistas and I to learn. I will strive for a minimum of 80% and a 3.0 GPA in all classes. Everyday, I will be the best Zapatista and person I can be.
4. I will complete all my homework after school and in the evenings. I will make sure my homework is of the best quality because it is a representation of me.
5. If I am assigned a Reconciliation Hour I will make it up during Monday/Friday Homework club; Friday Night Blues; Tuesday/Thursday tutoring; appropriate Saturdays to complete hours earned from not completing work. If I receive more than 10 Reconciliation Hours, I will meet with my CTM and other family support to revisit my plan for success.
6. I will come to OEZSA on appropriate Saturdays.
7. I am committed to excellence and understand that the following may mean no participation in field trips and off campus activities, graduation exercises, and possible ineligibility to receive a diploma from OEZSA - a below 2.0 GPA; more than 5 referrals / year; more than 1 suspension / year.
8. I am responsible for my own behavior. If I make a mistake, I will take responsibility, by telling the truth, and fixing the behavior.
9. I will ask my CTM & other Staff Support for help when I need it both in class and outside of class.
10. I will always follow CTM/Staff directions and school rules. If I disagree with something, I will follow the directive, and, at an appropriate time, I will meet with the CTM/Staff to discuss my concerns.
11. I will take pride in my culture and respect the cultures of others. I will respect the rights and interests of all members of the OEZSA community regardless of race, color, gender, disability, age, religion, lifestyle, sexual orientation, gender identity/expression, or national or ethnic origin to help promote a safe learning environment. I will always use appropriate tone and language when speaking with someone at OEZSA. I will address all people by their name and with respect.
12. I will follow the OEZSA dress code everyday.
13. I will leave an area better than how I found it, by not littering, not tagging, by cleaning up after myself and others, and keeping our campus clean and beautiful.
14. I will show pride in self and give of myself by providing 10 hours of community service to my school and broader community annually.
15. I will understand and personify the OEZSA Core Values/Principles, embody the 7 Core Assumptions, model the expected behaviors and uphold the Social Justice Agreements.

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**Print OEZSA Zapatista's Name:**   Bukola Lawal  

**OEZSA Zapatista's Signature:**   Bukola Lawal  

**Date:** \_\_\_\_\_

**9/3/25**

## School Site Council Membership Roster – High School

School Name: **Street Academy**

School Year 2025-2026

<b>Chairperson :</b> Mitzy Valdez	<b>Vice Chairperson:</b> Jonathan Overmyer
<b>Secretary:</b> Ali Nevarez	<b><u>DAC Representative:</u></b>

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Angelika						X
Jonathon Overmye - 2nd Year	417 29th St., Oakland			X		
Mitzy Valdez	417 29th Street Oakland		X			
Maria Elena					X	
Erica Trejo -Alternate for Mitzy	417 29th Street Oakland					
Jason Reimann	417 29th Street Oakland	X				
Jaron Epstein					X	
<b>DAC Representative</b>						
Home Ph.	Email:					
Small SSC requested. 10/24 - 82 students confirmed						

