

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

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –**

**College & Career Readiness Commission**

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Enactment Date	

# Memo

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

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date** \_\_\_\_\_

**Subject** 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Oakland Emiliano Zapata Street Academy

**Action Requested and Recommendation** Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Oakland Emiliano Zapata Street Academy as “Approved,” with a base allocation of \$60,855.07 and a strategic carryover allocation of \$84,986.65 for a total allocation not to exceed \$145,841.72.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

**2023-2024 MEASURE N BUDGET**

**School: OAKLAND EMILIANO ZAPATA STREET ACADEMY**

*Effective July 1, 2023 - June 30, 2024*

**Site #: 313**

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

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

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

<b>School Name:</b>	<b>Oakland Emiliano Zapata Street Academy</b>	<b>Site #:</b>	<b>313</b>
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<b>Pathway Name(s):</b>	<b>Education, Child Development &amp; Family Services</b>
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**School Description**

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

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

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

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

**School Mission and Vision**

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

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

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

**School Demographics**

								<b>% Current Newcomers</b>	
<b>2022-23 Total Enrollment Grades 9-12</b>			<b>69</b>						
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTEL</b>	<b>% SPED RSP</b>	<b>% SPED Mild-Moderate</b>	<b>% SPED Severe</b>
	40.6%	59.4%	94.2%	94.3%	13.0%	10.1%	15.9%	4.3%	
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>
	49.3%	2.9%		42.0%			1.4%	1.4%	2.9%
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>Female</b>			

<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>							
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators.							
<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
<a href="#">Four-Year Cohort Graduation Rate</a>	51.7%	TBD	53.00%		54.00%		55.00%
<a href="#">Four-Year Cohort Dropout Rate</a>	10.3%	TBD	9.80%		9.00%		9.00%
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	4.3%	TBD	9%		12.90%		18.00%
<a href="#">On Track to Graduate - 9th Graders</a>	5.9%	0.0%	16.00% [1]		32.00% [2]		48.00% [3]
9th Graders meeting A-G requirements	5.9%	0.0%	16.00%		32.00%		48.00% [4]
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	16.4%	TBD	25.00% [5]		37.50%		50.00% [6]
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	0.0%	0.0%	Not Applicable Yet [7]		15.00% [8]		20.00% [9]
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	0.0%	0.0%	25.00%		37.50%		50.00% [10]
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	0.0%	TBD	15.00%		22.50%		30.96% [11]
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	25.0%	TBD	25.00% [12]		25.00%		25.00%
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	5.0%	TBD	25.00% [13]		30.00%		35.00%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>
Four-Year Cohort Graduation Rate	44.4%	TBD	45.00%		47.70%		50.00%
Four-Year Cohort Dropout Rate	11.1%	TBD	11.00%		10.50%		10.00%
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	7.00% [14]		14.00%		21.00%
On Track to Graduate - 9th Graders	0.0%	0.0%	20.00%		25.00%		30.00%
9th Graders meeting A-G requirements	0.0%	0.0%	25.00% [15]		30.00%		50.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	18.2%	TBD	25.00% [16]		37.50%		50.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	0.0%	Not Applicable Yet [17]		Not Applicable Yet		25.00%
Percentage of 10th-12th grade students in Linked Learning pathways	0.0%	0.0%	10.00%		12.50%		15.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	TBD	25.00%		35.00%		40.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	41.7%	TBD	16.60% [18]		24.90%		24.90%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	8.3%	TBD	16.60% [19]		33.32%		41.66%
<b>ROOT CAUSE ANALYSIS</b>							
Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.							
<b>Indicator</b>		<b>Strengths</b>			<b>Challenges</b>		
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>		<i>What is our site doing well that's leading to improvements in this indicator?</i>			<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>		

<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> <i>(Analyze these two indicators together)</i>	The Counselor Teacher Mentor (CTM) model greatly influences the graduation rate of our Four-Year cohort graduation rate. Through collaboration with the College Readiness Coordinator, each CTM ensures that their students are on track to graduate and that they have a post high school plan. The CTM works with the students' families by holding tri-yearly family meetings the ensure that the families are included on the students plans.	Many Street Academy students come to the school in the middle of the year and often times students come to the school after 9th grade. This creates a challenge around building a strong Four-Year cohort.
<b>A-G Completion - 12th Grade</b>	Every class offered at Street Academy fulfills an A-G requirement. In addition, every elective offered through the Afterschool Programs (in partnership with Bay Area Community Resources), and Worker Owned Wednesday Internship Program fulfills credits towards area F and/or are G. This alone ensures that every student who graduates from Street Academy is set to apply to any college directly out of high school.	Students who come to our school in the 12th grade often have a harder time completing their A-G requirements due to the small amount of time they spend in our school.
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> <i>(Analyze these two indicators together)</i>	CTMs do a great job identifying our small population of off-track 9th graders and supporting them with credit recovery.	9th graders who come to the school typically come in the middle of the year and are already off track when they get here. The struggle is getting them back on track before the end of the school year.
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> <i>(Analyze these two indicators together)</i>	Street Academy requires that all seniors have a post high school plan set in place before leaving. One Hundred percent of Street Academy students who are eligible will apply to a 2-year or 4-year College before leaving high school. The Counselor Teacher Mentor (CTM) & the College Readiness Coordinator works with the student and their families to apply for college.	We believe that due to the Covid-19 disruption, many students are facing challenges with graduating on time and graduating with GPA's that ensure their ability to apply to CSU's and UC's.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Through the Worker Owned Wednesday Program, Street Academy's work based learning program, 100 percent of 12th graders have the opportunity to participate in employer-evaluated internships. Street Academy succeeds at getting seniors to participate in internships by making internships a requirement for English 4 and Graduation.	One challenge that often occurs, is that students struggle to relate and find interest in pathway targeted internships. In other words, the Education, Child Development and Family Services pathway can be restrictive in terms of what can be offered as a part of the Worker Owned Wednesday Program.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

**PATHWAY QUALITY ASSESSMENT**

<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Teachers are provided collaboration time to integrate CTE curriculum into the academic core course. In addition, we have two rigorous CTE courses. We also have a robust concurrent enrollment program where students attend Laney College for college and high school credit.	Need more early college credit opportunities.	This category will be a priority in our Strategic Goals. We are going to plan development meetings with Peralta Community College System, OUSD stakeholders and our staff to explore programmatic needs.
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Internships provided through Measure N funding all fit the school's identified pathway.	We would like to increase internship opportunities directly related to the education profession.	Plan a meeting with out of district school site with similar pathway to gain knowledge from peers.

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>We have a full-time College and Career Readiness Specialist and utilize the Counselor-Teacher-Mentor Model (CTM). Cohorts of students receive ongoing support through their CTM.</p>	<p>We lost our partnership with Holy Names University due to their closing. We would like to develop a new partnership with a local 2-year or 4-year institution to provide career opportunities related to education for our students.</p>	<p>College and Career Preparation and Support - Plan college exploration visits to Merritt College and UC Berkeley and/or Cal State East Bay to initiate partnership.</p>
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**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

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

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

**Pathway Strategic Actions**

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

<p><b>Strategic Actions for Goal #1</b></p>	<p>Partner with Peralta Community College System to bring college courses in multiple subjects to our site</p>
	<p>Identify teacher to teach dual enrollment courses</p>
	<p>Survey students to determine what classes to bring to our site</p>
	<p>Create a support system to assist the students prior to and during enrollment</p>
<p><b>Strategic Actions for Goal #2</b></p>	<p>Identify a 4-year institution with an education department to develop formal partnership</p>
	<p>Develop system to identify students interested in a career in education</p>
	<p>Create structure and identify staff to oversee the program</p>
<p><b>Strategic Actions for Goal #3</b></p>	<p>Create survey via google forms to collect student interest data</p>
	<p>Plan career exploration visits based on survey results</p>
	<p>Identify specific colleges and Universities that have program/majors that students are interested in</p>
	<p>Plan more CTE career exploration visits to Peralta Colleges Develop and implement annual college and career exploration events off and on campus</p>

**Budget Expenditures**

**2023-2024 Budget: Enabling Conditions Whole School**

<p><b>BUDGET JUSTIFICATION</b>                      For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                      For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p><b>Consultant Contract: with Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC).</b>                      The ICRC leads the development and evolution of our Education Child Development &amp; Family Services Pathway. The ICRC's major duties are: to plan, design, implement and evaluate the Street Academy's pathway and align it to core academic programs and industry standards. The ICRC ensures that Street Academy is working towards achieving the strategic 3 year goals and strategic actions. Furthermore, the ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internships placements, increases student access to work-based learning opportunities &amp; college and career exploration. The ICRC focus of internships is to provide students with work based learning experiences aligned with our Education Child Development &amp; Family Services Pathway. The ICRC will be the point person for designing our new Teacher Education Pipeline project due to the Holy Names Closure. This will benefit 100 percent of our student body.                      (Additional Fees associated with this position are budgeted in the 2022-2023 Strategic Carryover.)</p>	\$42,128.69	5825	Consultant Contracts			Education, Child Development, and Family Services
<p><b>Supervisor &amp; Administrative Salaries: Hire a Pathway Coach at 1.0 FTE.</b>                      The Pathway Coach will support our school with building/maintaining industry relationship, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach supports all of the Alternative Education Schools by ensuring our access to community college opportunities for youth. The Pathway Coach will ensure fidelity with programming, transition, graduation rates, and dropout rates. All of the students will be impacted because the pathway coach will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career.                      PCN 2803, Lauren Reid                      (Salary &amp; Benefits Costs)</p>	\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Education, Child Development, and Family Services



<b>MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN</b> (for Fiscal Year 2023-24)								
<b>Name of School Site</b>		<b>Oakland Emiliano Zapata Street Academy</b>				<b>Site #</b> 313		
<b>Approved Strategic Carryover</b> <i>(from prior years - Carryover Plan)</i>		<b>\$84,986.65</b>		<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>				
<b>Total Budgeted Amount</b>		\$84,986.65		Due to the pandemic we were not able to spend pervious funds and allocate Strategic Carryover funds to projects that have been underfunded.				
<b>Remaining Amount to Budget</b>		\$0.00						
<b>NOTE:</b> Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.								
<b>Directions:</b> Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.								
<b>Resources:</b> <a href="#">Measure N 2022-2023 Permissible Expenses</a> <a href="#">Measure N Justification Examples - A Resource for EIP Development</a>								
<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.								
		<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>

<p><b>Consultant Contract: with the Street Academy Foundation to hire an Internship and College Readiness Coordinator (ICRC).</b>                  This expenditure covers the additional fees associated with this position. We have allocated 5,962.64 for benefits.                  "The ICRC leads the development and evolution of our Education Child Development &amp; Family Services Pathway. The ICRC's major duties are: to plan, design, implement and evaluate the Street Academy's pathway and align it to core academic programs and industry standards. The ICRC ensures that Street Academy is working towards achieving the strategic 3 year goals and strategic actions. Furthermore, the ICRC places students in internships, creates partnerships, and negotiates agreements with community-based organizations for internships placements, increases student access to work-based learning opportunities &amp; college and career exploration. The ICRC focus of internships is to provide students with work based learning experiences aligned with our Education Child Development &amp; Family Services Pathway. The ICRC will be the point person for designing our new Teacher Education Pipeline project due to the Holy Names Closure. This will benefit 100 percent of our student body."                  (Additional Fees associated with this position are budgeted in the 2023-2024 MN EIP.)</p>	<p>\$24,689.02</p>	<p>5825</p>	<p>Consultant Contracts</p>			<p>Education, Child Development &amp; Family Services</p>	<p>Work-Based Learning</p>
<p><b>Consultant Contract with the Street Academy Foundation to pay-out the Teacher Salaries Stipends (Extended Contracts) to the Counselor, Teacher Mentor, and Staff to work beyond contracted hours</b> to continue curriculum design and development work in support of integration of our Education, Child Development, &amp; Family Services Pathway. Street Academy has new teachers and staff who require additional hours of collaboration time and professional development to become proficient in regards to our pathway goals, structures, curriculum, internships etc and begin to understand how to integrate these into their curriculum and other aspects of the school.                  Budget Calculation: \$38.50 hourly rate x 60 hours (20 hours per trimester, 3 trimesters total) + 25% benefit costs = \$2,887.50 x 8 Teachers = \$23,100.00.</p>	<p>\$23,100.00</p>	<p>5825</p>	<p>Consultant Contracts</p>			<p>Whole School</p>	<p>Comprehensive Student Supports</p>
<p><b>Consultant Contract: with Bay Area Community Resources (BACR) to support as the fiscal agent and distribute the Student Internship Stipends.</b>                  For students who satisfactorily meet specific criteria as defined by community partners &amp; Internships &amp; College Readiness Coordinator. We have allocated \$10,000 so that up to 13 qualifying students may receive \$500.00 each after satisfactorily meeting designation criteria. Contract will be processed through SAF.                  (BACR Admin Fees Included)</p>	<p>\$7,757.63</p>	<p>5825</p>	<p>Consultant Contracts</p>			<p>Education, Child Development &amp; Family Services</p>	<p>Work-Based Learning</p>

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

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

# Measure N/H 2023-2024 Education Improvement Plan Assessment

## Oakland Emiliano Zapata Street Academy

### Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
  - ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

<b>Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?</b> <small>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</small>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p><b>Evidence of Comprehensive Pathway Program(s) (<a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>)</b></p> <p><i>Instructions: Review Pathway Quality Assessments &amp; Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work Based Learning</li> <li>Integrated Students Supports</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b> Pathway is evident throughout all aspects of the program.</p> <hr/> <p><b>Feedback for continued progress monitoring:</b> Continue to engage all stakeholders to improve pathway focus.</p>			

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Instructions:</b> Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p><b>Root Cause Analysis</b> <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> <li>• School has identified a Focal Student population that is not achieving key outcome indicators.</li> <li>• School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach.</li> <li>• Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined</li> <li>• For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b> Pathway is very clear as to the target group they are serving. Displayed evidence of data gathering to confirm focal students are receiving needed services.</p> <p><b>Feedback for continued progress monitoring:</b> Continue to research data that confirms the target group are the students being served.</p>			
<p><b>Pathway Quality Assessment(s)</b> <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> <li>• Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains</li> <li>• Next steps have been identified to support the continuous quality improvement of the pathway(s)</li> <li>• Self-assessment provides evidence, such as concrete examples or specific data</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b> Pathway has identified clear strengths and growth areas for continued progress.</p> <p><b>Feedback for continued progress monitoring:</b> Continue to look for examples of data that pushes the services needed for the targeted group. Include a continuous cycle of self assessment.</p>			
<p><b>Strategic Goals</b></p> <ul style="list-style-type: none"> <li>• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years</li> <li>• The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)</li> <li>• Alignment is evident between schoolwide goals and Measure N/H priorities</li> <li>• For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b> Goals are clearly embedded in the instructional program. Their root cause analysis is clearly articulated in the pathway and schoolwide.</p>			

<ul style="list-style-type: none"> <li>For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Feedback for continued progress monitoring:</b></p> <p>Continue a cycle of self assessment to include key stakeholders.</p>
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning             <ul style="list-style-type: none"> <li>Integrated Program of Study</li> <li>Work-Based Learning</li> <li>Integrated Student Support</li> </ul> </li> <li>Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <p>The pathway has all 3 pillars clearly embedded throughout the school.</p> <p><b>Feedback for continued progress monitoring:</b></p> <p>Continue a self assessment to keep pillars embedded throughout the school goals and strategies.</p>

Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned	Compliant Partially Aligned	Non-Compliant : Supplanting : Not Allowable	Missing
	4	3	2	1
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>A through line is evident between expenditures and the needs identified in the Education Improvement Plan</li> <li>Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning</li> <li>Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H</li> <li>Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <p>Budget is compliant.</p>			

## Final Recommendation

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

**Rating: Approved**

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

**Strengths:** Clearly articulated goals and strengths.

**Key Questions:** Is data continuously benign collected which confirms service level is meeting the target group?

**Budget Feedback:** Budget is compliant.

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Continue reflection and a self assessment process to ensure students' needs are being met.	Principal	Self Assessment	Ongoing