

PROPOSED 2019-20 SCHOOL SITE BUDGET

School: Oakland School for the Arts

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$0.00	\$0.00	\$0.00	Measure N	\$243,950.00	\$243,950.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Measure G	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$0.00	\$0.00	\$0.00	Measure G1	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$0.00	\$0.00	\$0.00	Perkins	\$0.00	\$0.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	Atlantic Philanthropies	\$0.00	\$0.00	\$0.00
Title I: Basic	\$0.00	\$0.00	\$0.00	California Partnership Academy	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$0.00	\$0.00	\$0.00				

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSPA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	LINKED LEARNING PILLAR	BUDGET ACTION NUMBER
\$10,000.00	Measure N	.2 salary to implement a "Business of the Arts" course. We will be piloting a course on the Business of the Arts designed to ensure our pathways are enabling all students to be career ready when they graduate. This will be a 1 period elective for the 19-20 school year, but we intend to make this a required course for all 9th grade students in the 20-21 school year.	Work-Based Learning	Goal 1: Graduates are college and career ready.	1100	Certificated Staff	Business of Arts Teacher	0.20	Work-Based Learning	Oakland School for the Arts-1
\$22,000.00	Measure N	Point person to go into feeder schools to recruit students of color from Oakland and support them through the audition process and their transition to OSA.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1100	Certificated Staff	Diversity and Inclusion Coordinator	0.20	Building the Conditions	Oakland School for the Arts-2

\$22,000.00	Measure N	A .2 position for a curriculum and instruction expert to work with arts and academic faculty on artistic integration across all disciplines. This person will working closely with all department chairs to monitor arts integration and support implementation through professional development.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1100	Certificated Staff	Professional Development Coordinator	0.20	Building the Conditions	Oakland School for the Arts-3
\$32,000.00	Measure N	.4 counseling services focused on strategic focus on dual enrollment opportunities and increased counseling services for recognized at risk students as they transition from 8th to 9th grade. Time will be spent focusing on supporting low-income students and students that come from families without college education in navigating through their pathways and being portfolio ready upon graduation.	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.	1100	Certificated Staff	Pathway Counseling Services	0.40	Comprehensive Student Supports	Oakland School for the Arts-4
\$36,950.00	Measure N	.6 teacher FTE for intervention/support classes. We will be introducing three specific intervention/support classes designed to support our at-promise students in navigating their pathways both artistically and academically. These three course will include 1. Young Men of Color . 2. Literacy Support . 3. Math Support	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.	1100	Certificated Staff	Intervention Support Staff	0.60	Comprehensive Student Supports	Oakland School for the Arts-5
\$38,200.00	Measure N	.4 position as CTE coordinator. This will enable a member of our arts faculty to focus specifically on the CTE development of all 10 arts departments including supporting faculty through the credentialing process.	Rigorous Academics	Goal 1: Graduates are college and career ready.	1100	Certificated Staff	CTE Coordinator	0.40	Career Technical Education	Oakland School for the Arts-6

\$57,500.00	Measure N	Student Services Coordinator works with counseling and artistic director to get 65% of our students on a pathway and to ensure that our pathways are supporting students in college and career readiness. This role will be responsible for all realms of student support coordinating student services and will work with dean, principal, SPED, COST, etc to systematize our student supports and ensure that the conditions in each pathway enable student success. Cost includes salary and benefits.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	1100	Certificated Staff	Student Service Coordinator/Pathway Coordinator	0.40	Comprehensive Student Supports	Oakland School for the Arts-7
\$5,300.00	Measure N	Provide resources and counseling services to students that specifically focuses on connecting their pathway completion to college/career. We are not yet certain what program/vendor we will use for this, but our college counselor is reseaching options.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.	5810	Educational Consultant	College/Career Placement Program		Comprehensive Student Supports	Oakland School for the Arts-8
\$20,000.00	Measure N	We will need continued consultant support in our develop process for our pathways and CTE program.	Rigorous Academics	Goal 1: Graduates are college and career ready.	5810	Educational Consultant	CTE/Pathway Consultant		Career Technical Education	Oakland School for the Arts-9

Action Research	Oakland School for the Arts
Pathway/s:	Performing Arts and Design, Visual, and Media Arts
Top 5 Measure N Funding Commitments	1. Professional development and training for teachers in preparation of structural changes (i.e. Advisory, block periods, enhanced PBL, pathway development) . 2. High level intervention/support for at-promise students in literacy and math . 3. CTE development as we move toward wall-to-wall inclusion in the coming years . 4. Entrepreneurship exposure and opportunities for students connected to pathways . 5. Portfolio readiness for all students as we push for all to be industry ready upon graduation.
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	What systems and structures do we need to implement to ensure all students are accessing supports that ensure college and career readiness?
What did you discover in the past year? (Please use data to support.)	Through an intensive self study we have discovered that though our students feel strongly supported artistically (84%), they do not feel as supported academic (70%) or emotionally (63%). A large number of students report a need for a greater sense of community in order to be fully supported. We then discovered that our faculty feels that a revised use of time (bell schedule) is necessary in order to best meet these identified needs of our students. 75% of our teachers reported feeling this way.
What are you going to do differently or change moving forward?	Our key changes for the next two school years are: 1. Combine our 10 current art "emphases" in two pathways with subpathways, 2. Implement an advisory structure mandatory for all students run by all academic and art teachers with a ratio of roughly 15 students per adult, 3. Further develop our program of study to better integrate art pathway specific material into most academic courses, 4. Revise our current bell schedule into a hybrid block schedule to support these changes, 5. Update our graduate profile to better reflect our mission and vision and strategic embed the profile into all aspects of our programming, 6. Further develop our CTE programs to ensure WBL and internship opportunities for all students.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	This will improve student outcomes by better leveraging the artistic passion and dedication of students to support their college and career preparation. The redesigned of our systems and structures will ensure that these opportunities are available and accessible to all students. Advisory will create a structure for building community and ensuring advocacy on campus for all students thereby reducing the identified gap between home and school that has acted as a barrier to the success of many of our students.

1A: ABOUT THE SCHOOL

Instructions

Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Oakland School for the Arts

School Description

Oakland School for the Arts balances an immersive arts environment with a comprehensive academic program.

School Mission and Vision

OSA inspires its students to find their individual voices through intensive study of the arts and a challenging academic program that focuses on critical thinking and analysis. Students graduate as creative, critical thinkers and community contributors. Graduates are prepared to excel in any field at the college or professional level, including specialized art schools.

1B: 19-20 NEEDS ASSESSMENT

Instructions: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	Our graduation rate is 99% . 29% higher than OUSD which is currently at 70%.	We want to strengthen our built-in supports for students who consistently struggle and who do not qualify for IEPs or 504 plans.
On Track to Graduate (11th Grade)	93% of our 11th graders are on track to graduate. The 7% of students who are not on track have been on credit recovery plans.	Same as above, we want to strengthen our built-in supports for students who consistently struggle and who do not qualify for IEPs or 504 plans.
A-G Completion	72% of students are currently A-G eligible	28% of our students earned a D or an F in a course and did not take the class again. While 18% of those students have IEPs or 504s, 10% are not receiving higher levels of support to help them strive towards A-G eligibility
SBAC ELA	72.55% of students met or exceeded state expectations during last year's testing session, compared to 33.12% in OUSD.	More than 25% of our students are not meeting state standards, and some of these students are struggling outside of this test. We need to work on a consistent support structure to help these students build their core skills so they can improve performance in the classroom and on standardized tests.
SBAC Math	51.99% of our students met or exceeded state	Nearly half of our students are not meeting state standards, and some of these students are struggling outside of this test. We need to work on a consistent support structure to help these students build their core skills so they can improve performance in the classroom and on standardized tests.
AP Pass Rate/Dual Enrollment Pass Rate	AP Pass Rate 74%, For our on campus dual enrollment course (Statistics) there was a 90% pass rate	4 students (9.25%) withdrew from Statistics, of the students who remained, 3 students (9%) did not pass
Pathway Participation/CTE Enrollment*	29% of the student body is enrolled in a pathway (36% of 10th graders) We currently offer 22 CTE courses; 127 students are enrolled	The majority of our student body is not yet in a pathway or enrolled in CTE courses. We need to build up the CTE courses so more students can participate in a pathway

English Learner Progress	We have 4 students with the ELL and 1 student with the LTEL classification. Our Chief Academic Officer is helping our staff to move towards providing ELL supports in all classrooms.	We have struggled in our recruitment of EL students and therefore have had a historically low EL population. Beyond the language barrier, we speculate that families of EL students may not view an arts education as a feasible option in college and career preparation. With such a low number of EL students it is challenging to design a structure that best serves our EL population (5 students) in an economically sustainable way. We will be embedding EL support into all classes to supplement the individualized EL supports.
Suspension Rate	Overall our suspension rate continues to decrease each year. The total number of suspensions was 18.	We want to further implement restorative practices. Our student support team wants to identify possible needs for interventions earlier to support students to improve behavior, and provide local resources for alcohol and drug prevention and mental health programs not available on out campus.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	Our goal is to have all of our students receive a diploma or California equivalent of a diploma	All Students	99.00%	100.00%	100.00%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Dropout Rate	We strive to have no students drop out for this school year. We've been working with struggling students to find plans that best fit them in order to help make this goal a reality	All Students	1.00%	0.00%	0.00%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
A-G Completion Rate	We want 100% of our general population students to be A-G eligible, but we need to balance that with our goal of having all of our students receive a diploma or diploma equivalent with no drop outs. In addition, some of our students are under 504 or IEP plans, which make them eligible for a California minimum diploma (which is not A-G eligible). With all of this in mind, our goal is to have 95% of the general ed population of students A-G eligible	All Students	Unsure	81.00%	90.00%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.

FAFSA Completion Rate	We have had success with students completing the FAFSA in the past, so we would like to keep the completion rate high at 100%	All Students	97.00%	100.00%	100.00%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
College Enrollment	College is a path for some, but not all. Some of our students enter the workforce after high school, while others make alternative plans like internships, military service, or travel. We want our students to feel that career paths are a viable option, so our goal is 90%	All Students	89.00%	90.00%	90.00%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Grade 10 Pathway Participation	36% of our 10th graders are in a pathway, but The majority of our student body is not yet in a pathway or enrolled in CTE courses. We need to build up the CTE courses so more students can participate.	All Students	0.00%	36.00%	50.00%	Priority 3: EXPLORE STRATEGIC GROWTH AND DEVELOPMENT. OSA will convene task-specific teams and committees to explore the various components of growth, facility needs, technology, financing, Common Core implementation and new programming. These teams will lead OSA into its second decade.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	Overall only 2.2% of our students were issued a suspension. The overall suspension rate has decreased through a greater implementation of restorative practices and alternatives to suspension. Our goal to further reduce this number will be promoted with increased social emotional learning and counseling services integrated into the classrooms, possible advisories periods and professional development. Classroom culture and school community building should be part of our continuous PD cycle.	All Students	2.20%	1.50%	1%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Suspensions	31% of the students suspended identify as African American. That number (5) of students can be reduced in next school year through deeper analysis of classroom referral practices and increased communication with students, teachers and families.	African-American Students	17.00%	10.00%	5.00%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.

Suspensions	22% of the suspension were issued to students with disabilities. While this is 6% of our total students with disabilities population and less than 1% of our total student population, the goal to reduce this number can be met through opportunity for increased counseling services or RTI training for classroom teachers.	Students with Disabilities	6%	4.00%	2.00%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Chronic Absence	To best support the mental health needs of our students and thereby decrease the chronic absences that often accompany these needs. This includes identifying trends in behaviors that have historically preceded chronic absence and designing and implementing a support structure that can support these students prior to their condition leading to a situation of chronic absence.					Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	As our students become more familiar with the SBAC testing system, we would like to have 78 % of students meet or exceed state expectations. We are still working on individualized supports for students who continuously struggle, so we feel this is a realistic goal.	All Students	72.55% Met or Exceeded	78%	82%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
ELA SBAC	Our goal is to help our students with disabilities increase their met or exceeded percentage to 20%. We hope to help them acheive this through strengthening our targeted student supports	Students with Disabilities	10.71% Met, 0 Exceeded	20% Met/Exceeded	30% Met/Exceeded	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
ELA SBAC	Our goal is to help our African American population increase their met or exceeded percentage. We hope to help them acheive this through strengthening our targeted student supports	African-American Students	39.7% Met or Exceeded	50%	60%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	As our students become more familiar with the SBAC testing system, we would like to have 58 % of students meet or exceed state expectations. We are still working on individualized supports for students who continuously struggle, so we feel this is a realistic goal.	All Students	51.99% Met or Exceeded	58%	65%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Math SBAC	Our goal is to help our students with disabilities increase their met or exceeded percentage to 20%. We hope to help them achieve this through strengthening our targeted student supports	Students with Disabilities	7.14% Exceeded, 0 Met	20% met or exceeded	30% met or exceeded	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Math SBAC	Our goal is to help our African American population increase their met or exceeded percentage. We hope to help them achieve this through strengthening our targeted student supports	African-American Students	24.3% Met or Exceeded	35% meet or exceed	45% meet or exceed	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	We only have 4 students who have this classification, so there are not enough students to make this data statistically relevant.	English Learners	N/A	N/A	N/A	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.

LTEL Reclassification	We only have 1 student who has this classification, so there are not enough students to make this data statistically relevant.	Long-Term English Learners	N/A	N/A	N/A	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
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District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	We've created a Literacy Support Course and are using the DRA diagnostic to help students improve in our middle school. We are planning on using this model in our high school as well.	All Students	61%	75.00%	80.00%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
SRI Multiple Years Below Grade Level	We've created a Literacy Support Course and are using the DRA diagnostic to help students improve in our middle school. We are planning on using this model in our high school as well.	All Students	6.00%	4.00%	3.00%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.

School: Oakland School for the Arts

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:		KEY:	
Please complete this self-assessment for your school. Click here for the full Measure N rubric.		1: Not at all	3: Mostly
		2: Somewhat	4: Completely
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	The mission, vision, and diversity statements of the school have been revisited consistently throughout the school year in connection with the pathway development. As we redesign and develop our pathways we are working on integrating the mission and vision into our developing pathways. By the end of the 18-19 school year there will be greater clarity in this regard as our faculty works through this process together.	Integrating the mission and vision into all aspects of our developing pathways. Communicating the mission and vision and the connection to the pathways with the greater community.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	2: Somewhat	The Leadership Team have increased their engagement and understanding of the high level need to address equity and access. There have been efforts to address the master schedule and address the conditions to ensure successful implementation of the program.	Defining a solution oriented plan to meet the educational needs of the educational plan so that it aligns with the school calendar and takes into consideration the needs of the staff.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	The principal works closely with the Pathway Coordinator and the CTE Coordinator. The principal serves as the liaison to the Leadership Cabinet and the Board of Directors providing updates throughout the year. There is less day-to-day involvement on pathways by the CAO and the ED.	Increased collaboration of all school leaders in designing and developing school-wide strategies that ensure necessary conditions are in place for full and successful program implementation.
School Leadership & Vision Goal for 2019-20:		The goal is to ensure we are serving the needs of all students through implementation of pathways, particularly our underperforming African-American and Latino students.	

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	2: Somewhat	While the admissions process ensures open access to students regardless of their prior achievement or background, in some Pathway areas, there is a recognized tendency to attract a privileged group of students. We are using a diversity driven recruitment plan for recruiting middle school students. This plan is in place and has been revised repeatedly to address the shifting demographics of Oakland.	As a result of the efforts, the demographics of the middle school population is 74% Oakland residents. This will increase the representation of African-American, Latino and Asian students in high school. Designing supports to address social-emotional and family engagement of these sub-groups to promote success toward graduation, in college and careers.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	2: Somewhat	The Leadership Cabinet is familiar with the Pathway Development work, however, a more in-depth understanding of the intricacies of the business aspects of pathway operation with respect to budget, purchasing and state required reports is needed.	Develop a training document for the Executive Director's Cabinet, particularly for the Finance Team to ensure all aspects of the business needs are fully supported.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	The Pathway Development has had the benefit of including the school site leaders as members along with students, teachers, parent and industry partners from the community to support the school's vision and mission.	Increase the family engagement and Board awareness of the Pathway structure with the plan to develop additional industry partnerships and robust program development (WBL) opportunities for students.

Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	2: Somewhat	The master schedule, budget, facilities and resource allocations are aligned with the mission & vision to integrate technical and academic coursework across subject areas at each grade level. Due to the nature of the overall student population, there is a natural inclination to incorporate integration. As the number of CTE courses increase, we expect to see additional opportunities for cohorted students and teacher collaboration.	Develop a master schedule that designates time for faculty collaboration and integration of grade-level academic and CTE standards. Utilize facility space to create natural opportunities for collaboration. Increase the A-G CTE standards-based courses for students regardless of prior academic achievement.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	2: Somewhat	The current admissions process is showing evidence of progress toward greater diversity of student demographics. Efforts to provide academic support being designed for consistently under performing students.	As a leadership team, develop policies and procedures that facilitate progress for all students and creating structures specifically for students who have not met success in academic achievement without providing supports that appear to penalize them in artistic endeavors.
Systems & Structures Goal for 2019-20:			

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Point person to go into feeder schools to recruit students of color from Oakland and support them through the audition process and their transition to OSA.	Measure N	\$22,000.00	1100	Certificated Staff	Diversity and Inclusion Coordinator	0.20	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.
A .2 position for a curriculum and instruction expert to work with arts and academic faculty on artistic integration across all disciplines. This person will working closely with all department chairs to monitor arts integration and support implementation through professional development.	Measure N	\$22,000.00	1100	Certificated Staff	Professional Development Coordinator	0.20	Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.

RIGOROUS ACADEMICS & CTE

School: Oakland School for the Arts

[Link to 2018-19 SPSA](#)

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	2	3-	Based on feedback, efficiency, and a clearer articulation of our evolving philosophy around student-centered practices, we have consolidated our 9 arts departments into two pathways: Performing Arts (PA) and Design, Visual, and Media Arts (DVM) . Within these larger pathways exist 10 subpathways. This consolidation allows for a more streamlined approach to WBL and support structures within each pathway. These pathways are being aligned industry via CTE and ongoing outreach, and support students regardless of their post-secondary aspirations. By moving away from 'departments' to toward pathways, it's also a clear acknowledgement of our intent to allow student more choice. Students will be able to take courses within their larger pathway. For example, a Design, Visual, and Media Arts student will be encouraged to take a course outside their subpathway (so a Fashion Design student can take a Visual Art course).
Integrated Core	3	1+	2	As we shift toward Linked Learning and further develop our CTE pathways, our next major step is to focus intently on meaningful integration of arts and academics. With the cohort scheduling described in the section just below, our goal is begin with one core academic course in each high school grade level being co-planned (and perhaps co-taught) with at least one teacher each from the Performing Arts (PA) and Design, Visual, and Media Arts (DVM) pathways. This will likely happen in our science, English language arts, and social sciences courses. This doesn't preclude an integrated program of study in language courses or in math courses. We will also earmark professional development and continue to educate our own academic faculty around CTE standards (and their connection to Common Core and NGSS).
Cohort Scheduling	3	2-	2+	Students are cohorted in their pathway specific courses and we are redesigning our master schedule to allow for further cohorting in non-pathway academic courses.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	3	2-	3-	Both our core content and pathway specific arts classes are standards based and rigorous. Our pathway courses include problem solving and production of products and services that reflect industry standards. Our increased inclusion of industry professionals and CTE work has come a long way. Where we are lacking is in making connections across subject areas.

Collaborative Learning	3	2	3-	Students have extended daily activities that require them to work in heterogenous groups. Specific and differentiated skill instruction is provided for all students. Students are assessed regularly on demonstrated effective teaming skills. We need further development in student reflection on collaboration with each other and more opportunities for students to collaborate with industry partners.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	4	3-	3-	Our academic team regularly collaborates on lesson plans and shares resources. They have occasional opportunities to observe each other and receive feedback to improve practice. The next step is to actively incorporate this feedback into pathway professional development.
Collaboration Time	4	2	3	With our addition of a professional development coordinate, we were successful in implementing faculty facilitated PLCs throughout the first semester. Teachers were able to share best practices in a range of topics. Leadership in this process was distributed amongst many faculty members. This work was not able to continue due to our need to allocate collaborative time for pathway development throughout semester 2.
Professional Learning	2+	1	2+	Our faculty has met regularly throughout the school year to attend PDs focused on pathway development and analyzing data to better understand the needs of all of our students. This has led to an all faculty self-study and design process where we have worked as a team to design where we want OSA to be for the 20-21 school and the incremental changes necessary to guide us there.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We brought in the role of CTE coordinator and curriculum and instruction expert to build our pathways and further develop our integrated program of study. Many member of our faculty attended site visits and both the Linked Learning conference in Palm Springs and the CTE conference in San Diego. We have consolidated our 11 art departments into two pathways so we can better streamline our pathway structures and supports.	Partially Implemented	Somewhat Effective	With many pathway teachers now holding CTE credentials and implementing a CTE sequence within their subpathway students are better accessing the CTE sequence and WBL opportunities. Students that have accessed these opportunities thus far are more prepared in terms of industry readiness than students in other departments.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	As our students become more familiar with the SBAC testing system, we would like to have 58 % of students meet or exceed state expectations. We are still working on individualized supports for students who continuously struggle, so we feel this is a realistic goal.	Low-Performing Students	51.99% Met or Exceeded	58%	65%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Math SBAC	Our goal is to help our students with disabilities increase their met or exceeded percentage to 20%. We hope to help them achieve this through strengthening our targeted student supports	Students with Disabilities	7.14% Exceeded, 0 Met	20% met or exceeded	30% met or exceeded	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Math SBAC	Our goal is to help our African American population increase their met or exceeded percentage. We hope to help them achieve this through strengthening our targeted student supports	African-American Students	24.3% Met or Exceeded	35% meet or exceed	45% meet or exceed	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.

Standards Based Instruction/ Project-Based Learning		All Students				
Career Technical Education Sequence	Our goal is to take our existing CTE course sequences per pathway (and which are already reflected in student schedules, in a pilot mode, and re-evaluate them to ensure that they align with our LL pathway development while also adhering to credits/hours rules and OSA graduation requirements.	All Students	50%	75%	100%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Graduate Capstone/ Culminating Experience	Our goal is to create a repeatable capstone experience across all pathways. More realistically, we are exploring a pilot for fuller implementation in 2020-2021 and 2021-2022.	All Students	N/A	N/A	15-20%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.
Course Passage Rates	Our goal is to have our first set of CTE completers (i.e. they have passed a full pathway 2 courses of a CTE sequence). We do not have any completers for 17/18 or 18/18. Currently all students in CTE courses are at the concentrator level.	All Students	N/A	N/A	30%	Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.

THEORY OF ACTION

<p>Theory of Action</p>	<p>As we further develop our pathways and aim to ensure college and career readiness for all students, we are putting an emphasis on industry readiness and portfolio preparation. As we work toward wall-to-wall pathway inclusion and CTE sequence completion we are committed to ensuring that preprofessional work based learning opportunities and internships are available to all students. Also part of this commitment is our transition into a hybrid block schedule that will allow for block periods in the core academic classes to make integrated pathway work more accessible.</p>
<p>How are you supporting English Language Learners?</p>	<p>Providing dedicated ELD instruction; Providing integrated EL support in all a classes; Monitoring reclassified EL student academic progress; Developing</p>
<p>How are you building conditions for students and adult learning?</p>	<p>Our professional development for 19-20 is be designed around our structural changes and supporting the growth of our CTE offerings. We will be identifying a teacher willing to pilot a pathway cohorted academic offering and engage in faculty discussions around this as it develops. As we pilot these changes we will work as a faculty through a process of prototyping and revising .</p>

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
								Rigorous Academics	
<p>We will need continued consultant support in our develop process for our pathways and CTE program.</p>	<p>Measure N</p>	<p>\$20,000.00</p>	<p>5810</p>	<p>Educational Consultant</p>	<p>CTE/Pathway Consultant</p>	<p>NA</p>	<p>Career Technical Education</p>	<p>Rigorous Academics</p>	<p>Goal 1: Graduates are college and career ready.</p>
<p>.4 position as CTE coordinator. This will enable a member of our arts faculty to focus specifically on the CTE development of all 10 arts departments including supporting faculty through the credentialing process.</p>	<p>Measure N</p>	<p>\$38,200.00</p>	<p>1100</p>	<p>Certificated Staff</p>	<p>CTE Coordinator</p>	<p>0.40</p>	<p>Career Technical Education</p>	<p>Rigorous Academics</p>	<p>Goal 1: Graduates are college and career ready.</p>

WORK-BASED LEARNING

School: Oakland School for the Arts

[Link to 2018-19 SPSA](#)

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	1+	1+	Currently students experience WBL in various ways. All arts classes have embedded in them WBL activities, broadly defined as activities and assessments that either approximate a work environment or that assess skills related to post-secondary. Some students do outplacement WBL. But with CTE, these experiences will be more consistently programmed into pathway curricula, with the goal of (eventually) ensuring that each pathway graduate as an outplacement WBL experience.
Pathway Outcomes	2+	1	1+	Right now our pathways do not culminate in a formal WBL placement. Formal placements are on an ad-hoc basis and have been initiated on a case-by-case basis. With the continued rollout of LL, we will be shifting the purpose our CTE Advisory committee to helping us create WBL placements. Right now we're also identifying a pilot set of academic courses to core together for the purposes of building WBL competencies ("soft skills" that we're renaming "essential skills") in writing, reading, and speaking. The result would be a WBL around grant-writing and implementation in advance of the formalizing of WBL arrangement with our industry partners.
Pathway Evaluation	2+	1	1	We are exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL. After attending the Linked Learning and CTE conferences (the theme of the latter was specifically around WBL and industry), we have several strong models on which to base our WBL strand.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Our CTE Advisory Council approved our local site plan for the rollout (at the concentrator level) of our Media Arts, Graphic Design, Fashion Design, Vocal Music, and Audio Engineering pathways. We have developed and/or expanded our strategic artistic and community partnerships connected our developing pathways.</p> <p>The role of Artistic Director has had additional deliverables attached to it, including cultivating industry partnerships and facilitating the creation of pathway capstones as our CTE pathways add those courses in 2019-2020.</p>	Fully Implemented	Not Yet Known	Because we're still in our pathway development, these actions are taken to lay the groundwork for implementation. With our intense focus on the designing of LL pathways (and with CTE being a part of that), the actions listed here are small steps that will end up having a large impact as we put plans into action. Since a shared pillar of LL and CTE is WBL and an intentional industry focus, these actions further institutionalize a career lens to teaching and learning.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	All students will be given time in their advisory to complete career interest surveys in Naviance. In addition, we will hold a career fair in the spring to introduce our students to various career pathways.	All Students	Students were counseled individually and collectively in the 11th and 12th grades regarding their career interest and educational goals in the college planning process. Not much attention was put towards career awareness.	Students were counseled individually and collectively in the 11th and 12th grades regarding their career interest and educational goals in the college planning process. Not much attention was put towards career awareness.	All students will be given time and attention to become more aware of different careers and career pathways, culminating with a career fair in the spring.	Priority 1: CREATE A CULTURE OF COLLABORATION. OSA will take specific steps to build a school-wide culture that promotes collaboration and alignment. This will include collaborating within and beyond the school, strengthening both our internal processes and our relationships with our community partners. We will also create the conditions so that students are collaborating with staff and each other.
Career Exploration	Students will be given the tools to help them engage with our community and industry partners to learn about different careers, conduct informational interviews, and where possible, set up internships.	All Students	Students were counseled individually and collectively in the 11th and 12th grades regarding their career interest and educational goals in the college planning process. Not much attention was put towards career exploration.	Students were counseled individually and collectively in the 11th and 12th grades regarding their career interest and educational goals in the college planning process. Not much attention was put towards career exploration.	Students will be given more opportunities to intern, visit job sites, and interact with community leaders and industry	Priority 1: CREATE A CULTURE OF COLLABORATION. OSA will take specific steps to build a school-wide culture that promotes collaboration and alignment. This will include collaborating within and beyond the school, strengthening both our internal processes and our relationships with our community partners. We will also create the conditions so that students are collaborating with staff and each other.
Career Preparation	Students will be taught best practices for building their resume, portfolios and writing cover letters. They will be informed by our community and industry partners about what it will take to succeed in their careers of interest.	All Students	Students are guided by their arts teachers towards preparation in the arts. Not much attention is put towards preparing for a career not directly related to their arts.	Students are guided by their arts teachers towards preparation in the arts. Not much attention is put towards preparing for a career not directly related to their arts.	Students will be given more explicit instruction to help them understand the preparation they need and how to receive that preparation.	Priority 1: CREATE A CULTURE OF COLLABORATION. OSA will take specific steps to build a school-wide culture that promotes collaboration and alignment. This will include collaborating within and beyond the school, strengthening both our internal processes and our relationships with our community partners. We will also create the conditions so that students are collaborating with staff and each other.

THEORY OF ACTION

Theory of Action	Frequent and authentic work based learning opportunities for all students are a critical element in career preparation. Industry experts should serve as consultants in determining the most effective type of WBL opportunities for each art discipline. A fully integrated program of study will include WBL opportunities in cohorted core content areas as well as in the pathway classes.
How are you supporting English Language Learners?	Providing dedicated ELD instruction; Providing integrated EL support in all a classes; Monitoring reclassified EL student academic progress; Developing an EL program for students not fluent in English
How are you building conditions for students and adult learning?	Providing dedicated Literacy instruction and support; Providing staff development;

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
.2 salary to implement a "Business of the Arts" course. We will be piloting a course on the Business of the Arts designed to ensure our pathways are enabling all students to be career ready when they graduate. This will be a 1 period elective for the 19-20 school year, but we intend to make this a required course for all 9th grade students in the 20-21 school year.	Measure N	\$10,000.00	1100	Certificated Staff	Business of Arts Teacher	0.20	Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

COMPREHENSIVE STUDENT SUPPORTS

School: Oakland School for the Arts

[Link to 2018-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2+	1+	2	Our student support team meets weekly to discuss the needs of struggling students on an individual basis. Monthly student achievement reports are prepared for each subpathway identifying students with academic, emotional, and attendance concerns. Parent teacher conferences were implemented for all struggling students and subsequent progress monitoring and communication with families.
College & Career Plan	2+	1+	2+	All students receive individualized college and career counseling and guidance in designing their course sequence grades 9-12. College night and numerous college visits are organized to assist students in accessing colleges appropriate for them. We are holding an "Ask Me About College" day on May 1st.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Addition of a head counselor that oversees the pathway progress of all students. Implementation of a creative writing course aimed and providing literacy support. Faculty wide self-study on student success and the barriers students face. Creation of monthly student achievement reports that inform all instructional staff of the academic, artistic, and socio-emotional progress of all of our students and lead the conversation about how to better support our at-promise students. Academic support provided in the afternoons for students that are artistically ineligible to earn back eligibility status.	Fully Implemented	Effective	Our artistic eligibility is based on student GPA and has overall been higher this year than in previous years. Students have been more motivated to earn back eligibility by actively engaging in our afternoonn academic support offering. Our college acceptances are starting to come in and many of our seniors are receiving acceptance to their top choice schools.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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<p>Conditions for Student Learning (School Climate and Culture)</p>	<p>Implement an advisory structure that ensures an advocate and point person for every students. With all faculty taking on an advisory this will assist in further breaking down the barriers between arts and academics enabling further pathway integration in core content areas. In addition to this, we are aiming to increase our emphasis on "portfolio readiness" and further develop the structures that support this. This includes a Business of Arts course, redesigning and implementing our senior grant project, and an internship program with a pre-internship course designed to guide students in coordinating and preparing for internships in their senior year.</p>	<p>Low-Income Students</p>	<p>0% of students enrolled in an advisory</p>	<p>All students participating in an advisory that meets once a week.</p>	<p>All students participating in an advisory that meets 2-3 times per week.</p>	<p>Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.</p>
<p>College Access</p>	<p>Implement a college readiness program in particular for first generation and low-income students and their families as they enter high school. Families will understand how academic and artistic performance translates to college options. They will understand the process well before 11th and 12th grade and what options are available to them.</p>	<p>Low-Income Students</p>	<p>Students begin the college search process and test preparation in the 11th grade.</p>	<p>Students begin the college search process and test preparation in the 11th grade.</p>	<p>Students entering our high school will have access to college and career information, test preparation and options available to them.</p>	<p>Priority 2: IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS. OSA will create a range of systems and processes that ensure all students are supported academically, artistically and socially. The specialized nature of this priority will be evident in supports that will reach gifted and advanced students, students with learning and other special needs, and students in need of socio-emotional assistance. There will be a special emphasis placed on support in mathematics to address the long-standing challenges OSA has faced in this area.</p>

Differentiated Interventions	Reinvented math and literacy intervention course for identified at-promise students	Low-Performing Students	A math intervention course was offered but not fully developed.	A math intervention course was offered, but still not fully developed. A literacy intervention thread was embedded into a creative writing elective offered to at-promise students. This course also needs to be further developed.	Intervention courses in math and literacy that have strategic instruction and specific curriculum designed to support our at-risk students in being successful in graduation required courses in both of these subject areas. In addition to this, will be piloting a "Business of Arts" course as an elective that is designed to assist students in designing their narrative as an artist and what is needed to be portfolio ready by graduation in alignment with this narrative. This will be an elective the first year but we anticipate that it will evolve into a required course for all freshman students the next year. This course is critical in supporting students as they begin their high school pathway work and connect their educational experience to college and career readiness.	Priority 1: CREATE A CULTURE OF COLLABORATION. OSA will take specific steps to build a school-wide culture that promotes collaboration and alignment. This will include collaborating within and beyond the school, strengthening both our internal processes and our relationships with our community partners. We will also create the conditions so that students are collaborating with staff and each other.
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THEORY OF ACTION	
Theory of Action	Student support will be structured and led by the student support team and shared amongst all faculty. All students need individualized counseling services and college/career readiness support. Our graduate profile should be reflected in all aspects of the students day. It is clear that our most marginalized at-promise students need an advocate and point person to support them through their growth as a student and as an artist. Our missing element has been an advisory structure that provides this type of support.
How are you supporting English Language Learners?	Mandated integrated EL in every class. Designated time to work with EL students.
How are you building conditions for students and adult learning?	Professional development focused on training and analysis of our advisory structure that we will be implementing next year. We have rewritten our graduate profile with input from all stakeholders to redefine what it means to be an OSA graduate and the steps/process it takes to get there.

STRATEGIC ACTIONS									
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal

<p>.4 counseling services focused on strategic focus on dual enrollment opportunities and increased counseling services for recognized at risk students as they transition from 8th to 9th grade. Time will be spent focusing on supporting low-income students and students that come from families without college education in navigating through their pathways and being portfolio ready upon graduation.</p>	Measure N	\$32,000.00	1100	Certificated Staff	Pathway Counseling Services	0.40	Comprehensive Student Supports	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.
<p>Provide resources and counseling services to students that specifically focuses on connecting their pathway completion to college/career. We are not yet certain what program/vendor we will use for this, but our college counselor is reseaching options.</p>	Measure N	\$5,300.00	5810	Educational Consultant	College/Career Placement Program	NA	Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
<p>Student Services Coordinator works with counseling and artisitic director to get 65% of our students on a pathway and to ensure that our pathways are supporting students in college and career readiness. This role will be responsible for all realms of student support coordinating student services and will work with dean, principal, SPED, COST, etc to systematize our student supports and ensure that the conditions in each pathway enable student success. Cost includes salary and benefits.</p>	Measure N	\$57,500.00	1100	Certificated Staff	Student Service Coordinator/Pathway Coordinator	0.40	Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
<p>.6 teacher FTE for intervention/support classes. We will be introducing three specific intervention/support classes designed to support our at-promise students in navigating their pathways both artisitically and academically. These three course will include 1. Young Men of Color . 2. Literacy Support . 3. Math Suppot</p>	Measure N	\$36,950.00	1100	Certificated Staff	Intervention Support Staff	0.60	Comprehensive Student Supports	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.

Engagement Plan

Who do you need to meet with moving forward to develop and then finalize this plan? Plan the engagement of your stakeholders below.

What needs to get done?	Who? (Individuals, Teams or Committees)				Where and When?	
	Responsible	Accountable	Consulted	Informed	What meeting?	When?
<i>Needs Analysis</i>	<i>Mike Oz</i>	<i>Staci Smith</i>	<i>School community</i>	<i>School community</i>	<i>Pathway developmet</i>	<i>Monthly</i>
<i>Setting Goals for School</i>	<i>Staci Smith/Mike Oz</i>	<i>Staci Smith</i>	<i>School leadership team</i>	<i>School community</i>	<i>Cabinet</i>	<i>Weekly</i>
<i>Enabling Conditions and Administration Plan</i>	<i>Staci Smith/Mike Oz</i>	<i>Staci Smith</i>	<i>School leadership team</i>	<i>Faculty</i>	<i>Cabinet</i>	<i>Weekly</i>
<i>Measure N Self Assessment</i>	<i>School Leadership</i>	<i>Mike Oz</i>	<i>Pathway Development Team and Principal</i>	<i>Measure N commission</i>	<i>Pathway developmet</i>	<i>Monthly</i>
<i>Language and Literacy Plan</i>	<i>Phillip Gedeon/Staci Smith</i>	<i>Phillip Gedeon</i>	<i>Education Committee</i>	<i>Faculty</i>	<i>Cabinet</i>	<i>Weekly</i>
<i>Rigorous Academic and CTE Plan</i>	<i>Instructional Staff</i>	<i>Phillip Gedeon/Matthew Travisano</i>	<i>Industry partners</i>	<i>School community</i>	<i>Industry Advisory Board</i>	<i>May, 2019</i>
<i>Work Based Learning Plan</i>	<i>Instructional Staff</i>	<i>Matthew Travisano</i>	<i>Industry partners</i>	<i>School community</i>	<i>Industry Advisory Board</i>	<i>May, 2019</i>
<i>Comprehensive students Supports and Counseling</i>	<i>Student support team</i>	<i>Mike Oz</i>	<i>School community</i>	<i>School community</i>	<i>Student Support</i>	<i>Weekly</i>
<i>Pathway Planning</i>	<i>Pathway development team</i>	<i>Mike Oz</i>	<i>All stakeholders</i>	<i>School community</i>	<i>Pathway developmet</i>	<i>Monthly</i>
<i>SSC Approval</i>	<i>Mike Oz</i>	<i>Staci Smith</i>	<i>Pathway development team</i>	<i>All stakeholders</i>	<i>Pathway development</i>	<i>May, 2019</i>

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
Date	Stakeholder Group	Engagement Description
8/18/2018	Faculty	A info session was held prior to the start of the school year to update all faculty on our pathway development and to recruit teachers to be part of the monthly design team meetings
10/19/2018	Alliance of Parents and Teachers	Pathway development info session in the evening for our parents to get involved in the pathway development and get information about the linked learning development of the school.
11/6/2018	Industry Partners	Our CTE advisory council met to review and approve our CTE site plan.
11/15/2018	Faculty	Oceanside site visit
11/19/2018	Families grades 6-12	Linked learning update for all families and a request for parent involvement in the design process.
Nov/Jan/2018	Board of Directors	Principal presentation to board of directors.
1/22/2019	Parents of Color	Info Session at parents of color meeting

2/25/2019	Faculty	"OSA 2020" presentation for faculty to summarize the pathway development work throughout the school year and provide details on where we are heading as a school and how faculty can be involved in shaping the direction.
2/11/2019	Faculty	A faculty fishbowl activity where the bell-schedule subcommittee met in the middle of the larger group. They worked through their process incorporating the feedback of all othe subcommittees with opportunites for feedback from the rest of the group.
3/5/2019	All Students grades 6-12	6 school leaders gave the "OSA 2020" presentation to small groups of students throughout the day to ensure that all students had necessary information to provide informed feedback on the proposed structural changes associated with the pathway development of the school.
3/5/2019	Parents of Color	An updated info session at the home of one of our Parents of Color leaders seeking feedback specifically from the SOC community. Two students from our student leadership class were part of this gathering as well.
3/7/2019	All Students grades 6-12	Student survey distributed to all students to collect feedback about the structural changes proposed in the OSA 2020 presentation
3/7/2019	Parents grades 6-12	Video presentation of the pathway development plans for the school sent out to all students.
3/7/2019	Parents	Parent survey distributed to all families through multiple channels to collect feedback about the structural changes proposed in the OSA 2020 presentation. A narrated video presentation was also sent out in attempt to better clarify the presentation and answer anticipated questions.
3/18/2019	All faculty	Faculty worked together through an afternoon to dig through thhe student survey data and summarize the general trends and sentiments of the student body, grades 6-8.
3/19/2019	All faculty	A faculty survey was administered now that we had analyed all student data as a group. The push here was to make sure all faculty is looking through the greater lens of student support and success.
3/19-3/21	Selected Leadership	Linked Learning conference
3/30/2019	Selected Leadership & Faculty	CTE conference
Once a month throughout the 18-19 school year	Pathway Design Team.	Monthly design team meetings held throughout the school consisting of our consultants (Pivot Learning), students, faculty, parents, teachers, community partners.