

<h1>Planning Narrative</h1>	<p>The Measure N Commission would like to track the overall process that schools used to develop their plans so that the Commission can understand how different communities engaged in the process in order to learn from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland. In order to do this, the Commission requires that each school write a narrative to capture the school's overall design process. In the cells below, please describe your school's process.</p>
<p><b>School:</b></p>	<p>Oakland School for the Arts</p>
<p><b>Pathway/s:</b></p>	<p>Arts Media and Entertainment (With multiple subpathways) Fashion and Interior Design</p>
<p><b>Top 5 Measure N Funding Commitments</b></p>	<p>1. Student Support Services 2. Academic Program Development 3. Pathway Aligned Professional Development for Teachers 4. Pathway Accessibility for Low Income Students 5. Work Based Learning Opportunities for Students</p>
<p><b>Process Narrative</b> Please describe your schools and pathway's overall design process. This should be a narrative that describes your school communities overall process.</p> <p>Design Teams have included a wide range of activities that allow the school community to engage in the design process. Evidence exists in the form of site visits, literature review, and design meetings that document best practices and areas of growth. Research process includes feedback from and involvement of key stakeholders including students, families, industry partners, etc. The resulting Design articulates how it was developed based on the research, deeper learning, and strategies developed by the team.</p>	<p>The first step was to create our design team. We have many interested stakeholders but found a challenge in creating a time that would work for all involved to meet given the nature of our already complex schedule. We were eventually able to assemble a team of educators (arts and academic), a parent, students, an industry partner (CTE coordinator), APT president, Principal of our feeder middle school, and took an overview of the work ahead of us. Our process began with an in depth analysis of student achievement at our school. We looked at test scores, GPAs, and college acceptance rates desegregated by race, gender, socio-economic status, zip code, art emphasis, parent level of education, etc. Though there were some interesting unexpected findings, for the most part, we confirmed the challenge we like many other schools face. There is a significant gap in student achievement with the two primary determining factors being socio-economic status and race. We formed an inquiry question designed to dig further into this finding and distributed a survey to our students in attempt to pin point the key factors involved (more info below). The take away from the inquiry question and the root cause analysis was that our students who find the greatest academic success in high school and beyond are the ones who feel connected to the school community. At this point, we had a visit from Joanna Vasquez who made it clear to us that we needed to look deeper into the pathway design process and get a clearer sense of the scope of work involved in creating these pathways. We took this advice and began looking into all of the other programs in Oakland and what their pathways look like. Ultimately we got clarity in terms of what we needed to better connect all of our students to the school community and that merging all 10 of our arts programs into two distinct link learning pathways would be the necessary first step to do this. Our school counselor worked with all arts departments and our CTE coordinator to create pathways for all of these arts programs that will get all of our students focused academic supports, college and career exposure, CTE credits, industry experience, and leave them with many college and career options upon graduation. Parents were engaged in this process at the department level as this is where our cohorting will take place. We are designing a professional development structure for the 18-19 school year around these pathway cohorts and will involve teachers across disciplines and parents in monitoring the progress of these cohorts. Simultaneously, we have been developing a partnership with the Peralta College system to create dual enrollment opportunities for our students to increase the range of academic offerings and assist students in navigating the college process prior to high school graduation.</p>
<p><b>What inquiry question is driving your research to develop a quality Linked Learning pathway/school? The design team has developed clear research questions that lead the inquiry process for the design team. The research questions should drive the root-cause analysis for targeted sub-groups that are not achieving in key outcome indicators. Research questions should determine area of focus and identify key areas for root cause analysis</b></p>	<p>What effect does the cultural competency and diversity of our faculty have on the access and attainability of college and career opportunities for our students? What additional supports are needed for students that experience a significant divide between home and school to ensure success for all students?</p>

<p><b>What did you discover in the past year?</b>  <i>(Please use data to support.)</i>  Evidence of root-cause analysis into specific areas of focus outlined by Measure N and Linked Learning as driven by research analysis above. Evidence of at least 2 additional site visits and further exploration into best practices, literature review, and survey, as driven by results of root <i>cause analysis</i>. <i>Clear commitment to sharing information with the broader community.</i></p>	<p>In the past year our design team discovered quite a bit in terms of how to improve our program both from gathering internal data and by working with other pathway schools best understand what is working for them. Our inquiry question confirmed the thesis that we believed to be true that students face the greatest struggles when they feel a significant gap between their home and school life. According to our recent school culture survey, only 15% of our students strongly agree that OSA is a school where students treat each other with respect and only 7% strongly agree that OSA is a school where teachers treat students fairly. This leads us to further investigation of the cultural competency of our faculty and how this impacts the gap between home and school. Under 60% of our Latino and African American students report feeling that their culture is reflected in their curriculum and state that this is happening mostly in Language Arts and Arts classes with the numbers dropping to close to zero for other subjects. On top of this, the survey shows through student comments that there is a general tone that our academic program is need of improvement and needs to be made more accessible to our often marginalized students. On a positive note, 88% of our students agree that they have an influential voice on campus. This, among other data, demonstrates that our environment is inclusive and supportive in terms of the general tone, but that this inclusivity and cultural responsiveness is not as present in the instruction and curriculum as it needs to be. In visiting Oakland Tech's VAPA program and coordinating with Coronado School of the Arts it became obvious to us that we have allocated such a substantial percentage of our resources to developing our artistic programs that we have as a result neglected fully developing of academic supports and professional development. Our arts programs that will evolve into pathways over the upcoming months are strong in terms of the technical education offered, but need improvement in terms of serving the students in a bigger picture sort of way. It seems that we have a missed opportunity here as our students arrive to OSA committed and already bought in to their art program but this is not fully leveraged and systematized in such a way that supports the whole student experience maximizing opportunities for college and career readiness.</p>
<p><b>What are you going to do differently or change moving forward?</b></p>	<p>All of our high school students will be on a linked learning pathway graduating high school with greater college and career preparation and having met all A-G requirements. In order to support this initiative we will be restructuring our program to have a single school principal grades 6-12, overseeing both the artistic and academic programs. We will be cohorting our students by art department and designing professional development around supporting these cohorts with further arts and academic integration. We will be offering dual enrollment options on campus through Laney and Berkeley City College. We will be bringing an Academic Officer onto our team to focus specifically on a data driven continuous improvement cycle and closely monitor the academic success of our students. We will be increasing our student support services to ensure there is one-on-one counseling available to all students grades 6-12. We will be introducing the role of Coordinator of Student Services to ensure that all students are receiving the college/career preparation through a systematic and strategic process. We will be strategic in using our middle school feeder program as a critical piece in preparing students for the pathways they will enter in high school.</p>
<p><b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b></p>	<p>Having a leadership structure that can better focus on the integration of the arts and academics through pathway development will be the first time we have fully systematized and leveraged the common focus of the arts to reach its full potential in creating college and career opportunities. Though this has been present, it has been ad-hoc and best as we did not have the proper infrastructure to organize and analyze our pathways in a way that serves all students. As a performing arts school we have allocated significant resources to the development of our artistic programs and have as a result of limited resources been unable to fully develop our leadership structure to appropriately support rigorous academics and comprehensive student supports. Our proposed changes will clearly define our process and give students the rigorous academics, robust counseling, career/technical knowledge, and college preparation they need to have and be prepared for many college and career options upon graduation. Having this clarity in programming will enable students to take greater agency in their educational process and bridge the gap between home and school that has been identified as the primary cause for our current achievement gap. Many of these opportunities currently exist at OSA but without a systematic implementation it can be ad-hoc and not guarantee inclusion for all students. Having the appropriate structure in place (mainly the addition of CAO and Coordinator of Student Services) will allow for a data driven process that guarantees access to all students through our developed pathways.</p>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

### 1A: ABOUT THE SCHOOL

1) **School Name:** Please type in your school name and ID.

2) **School Description:** Please copy and paste your school description from your 17-18 Site Plan.

3) **School Mission and Vision:** Please copy and paste your mission and vision from your 17-18 Site Plan.

*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.*

<b>School:</b>	<b>Oakland School for the Arts School ID:</b> 10461
<b>School Description</b>	
Oakland School for the Arts balances an immersive arts environment with a comprehensive academic program.	

<b>School Mission and Vision</b>	
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.	

<b>Family &amp; Student Engagement</b>	
Oakland School for the Arts balances an immersive arts environment with a comprehensive academic program and Career Technical Education Pathways. Students study one of ten art forms, which they enter through an audition process. OSA students will be prepared to use their creativity in a wide range of fields and to be successful in many different endeavors. OSA students attend college at over a 95% rate and have been accepted into top schools throughout the United States and internationally. The OSA environment is vibrant, energized and supportive. The arts programs infuse the campus with a great sense of purpose: students are able to pursue their passions and join in a community of like-minded peers that share their sense of creativity and innovation. In addition, the school is part of a thriving arts community in Uptown Oakland and opens its doors to everyone for performances and gallery showings. OSA families are great ambassadors for the school and are involved in all aspects of school life. Looking into the future, the OSA vision is to give the world generations of innovative problem-solvers and critical thinkers who demonstrate the essential value of the arts in all that we do.	

### School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	35.8%	64.2%	58.0%		0.0%	0	8.0%	0.0%	0.0%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	18.1%	0.5%	4.5%	13.2%	0.8%	0.4%	37.6%	15.0%	0.0%

### School Performance Data

Indicator	15-16 School	16-17 School	17-18 School	17-18 District Average	17-18 State Average
<i>Linked Learning Pathways (All Students)</i>	0.0%	0.0%	0.00%		
<i>Linked Learning Pathways (Grade 10)</i>	0.0%	0.0%	0.0%		
Graduate Outcomes	15-16 School	16-17 School	17-18 School	17-18 District Average	17-18 State Average
Four-Year Cohort Graduation Rate (All Students)	98.9%	99.0%	TBD		
Four-Year Cohort Dropout (All Students)	0.0%	0.0%	TBD		
Four-Year Cohort Dropout (English Learners)	0.0%	0.0%	TBD		
Four-Year Cohort Dropout (SPED)	0.0%	0.0%	TBD		
Percent of Students Leaving	0.0%	0.0%	TBD		
On Track to Graduate (Grade 9)	97.0%	98.0%	97.0%		
On Track to Graduate (Grade 10)	93.0%	97.0%	94%		
On Track to Graduate (Grade 11)	94.0%	95.0%	96.0%		
On Track to Graduate (Grade 12)	98.0%	99.0%	99.0%		

A-G Completion (Grade C or Better)	75.0%	88.0%	95.0%		
A-G Completion (African American Students)	83.0%	72.0%	92.0%		
A-G Completion (Special Education Students)	25.0%	25.0%	90.0%		
A-G Completion (English Learners)	NA	NA	100.0%		
A-G Completion (Foster Youth)	100.0%	100.0%	100.0%		
<b>Post-Secondary Readiness</b>	<b>15-16 School</b>	<b>16-17 School</b>	<b>17-18 School</b>	<b>17-18 District Average</b>	<b>17-18 State Average</b>
AP Course Access (All Students)	55.0%	60.0%	60.0%		
AP Course Access (African American Students)	12.0%	14.0%	60.0%		
AP Exam Pass Rate (Score of 3 or Better)	91.3%	85.1%	NA (tests in May)		2016-17 is 62.3%
% of Seniors with GPA > 3.5	39% cumulative/ 30% weighted	33% cumulative / 25% weighted	47.0%		
Dual Enrollment (Grade C or Better)	NA	NA	100.0%		
Number of Students Enrolling in Four-Year Colleges	75.0%	74.0%	TBD		
Number of Students Enrolling in Two-Year Colleges	14.0%	9.0%	TBD		
<b>Climate and Culture</b>	<b>15-16 School</b>	<b>16-17 School</b>	<b>17-18 School</b>	<b>17-18 District Average</b>	<b>17-18 State Average</b>
Chronic Absence (All Students)	14.0%	13.0%	NA	2016-17 is 15%	2016-17 is 10.8%
Chronic Absence (Special Education Students)	24.0%	18.0%	NA		
Chronic Absence (Foster Youth)	100.0%	100.0%	NA		
Suspension Rate	4.3%	2.6%	NA	2016-17 4%	
No Suspensions (African American Males)	88.0%	4.2%	TBD		
No Suspensions (Foster Youth)	0.0%	0.0%	0%		
<b>Rigorous Academics</b>	<b>15-16 School</b>	<b>16-17 School</b>	<b>17-18 School</b>	<b>17-18 District Average</b>	<b>17-18 State Average</b>
English Learner Reclassification Rate	100.0%	100%	75.0%		
Long Term English Learner Reclassification Rate	NA	NA	100.0%		
SBAC Proficiency (ELA)	80.0%	67.0%	NA		
SBAC Proficiency (Math)	39.0%	29.0%	NA		
% of Students At or Above Grade Level in Reading Proficiency (SRI)	NA	78.0%	82.0%		

## 1B: 18-19 NEEDS ASSESSMENT

### STRENGTHS & CHALLENGES

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

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using 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."*

<p><b>Instructions:</b></p>	<p><b>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</b></p> <ul style="list-style-type: none"> <li>• 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?</li> </ul> <p><b>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</b></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
<p><b>State Dashboard Indicators</b></p>	<p><b>Strengths</b></p>	<p><b>Challenges/Barriers</b></p>	<p><b>Possible High-Leverage Actions to Address Barriers</b></p>
<p><b>Graduation Rate</b></p>	<p>Our graduation rate is consistently between 95% and 100%.</p>	<p>For the students that are not on track to graduate it can be challenging with our intensive arts schedule to allow for the credit recovery necessary to meet all requirements. With between 0 and 3 students not graduating each year the only indicating factor that will predict a student's likelihood to not meet grad requirements is the level of their parents education. A report after Q1 this school year demonstrated that the average student GPA was 3.56 with a parent with no HS diploma average 1.52 and students with a parent with HS diploma at 2.88.</p>	<p>More robust counseling services to identify and support these students as early as possible. As part of our pathway development we would like establish an advisory structure designed to provide focused and integrated supports for these students. The CAO and director of student services/pathway coordinator are instrumental in designing and implementing these systematic changes to our programming.</p>
<p><b>On Track to Graduate (11th Grade)</b></p>	<p>All of our 11th grade students are currently on track to graduate.</p>	<p>Our best indicator of which students are not on track to graduate is our eligibility list that we run each quarter. Students with a GPA under 2.5 at the end of each quarter are ineligible to perform until they bring it above that line. For our current quarter we have 65 students ineligible, disproportionately 48 of whom are students of color and 25 are students with 504s or IEPs. Our three areas where students are most likely to struggle meeting graduation requirements are Algebra II, World Language, and Government/Econ. As mentioned above the greatest GPA discrepancy is found based on the level of the parents education. We have also found that within African American and Latino populations the male students are much less likely to be on track to graduate than their female counterparts. Average GPA of a male Latino student is 2.74 with a 3.72 for female Latina student.</p>	<p>We need to develop PD and target counseling services to address these areas of greatest need. Counseling can be strategic in identifying the students most likely to struggle and implement appropriate supports and our principal and CAO can update our curriculum and instructional practices to better serve these populations. In addition to more robust counseling services and options for credit recovery we are working to partner with Peralta Colleges to establish a dual enrollment program that brings more options to our students to meet grade requirements. Specifically adding American Sign Language to our offerings will allow for students to have an alternative to the more traditional type of language classes and meet the graduation requirement in an expedited fashion leaving more time for support and/or credit recovery.</p>
<p><b>A-G Completion</b></p>	<p>All of our gen ed graduates have met all A-G requirements upon graduation.</p>	<p>This heightened level of graduation requirements can be daunting to students with low academic identity many of whom come from families with a lower level of education. As mentioned above, our students coming from a home with a parent with no HS diploma averaged a GPA of 1.52 in Q1 and students with a parent with HS diploma at 2.88. This is far below the school average of 3.56.</p>	<p>Bringing in an Academic Officer to our team to analyze and strengthen our academic programming to ensure that all students are successful in A-G completion.</p>
<p><b>SBAC ELA</b></p>	<p>Our SBAC ELA scores are above the state and district averages with about 65% of our students scoring at or above standard in 2017. Our African American students are performing at an even higher level with about 70% at or above grade level.</p>	<p>The achievement gap is most present in our SBAC ELA scores with our "two or more race" students only meeting or exceeding standards at the rate of approximately 53%.</p>	<p>In depth analysis of our current areas of weakness and making a strategic and targeted plan to address these areas. This work will also be done primarily by the academic officer.</p>

<b>SBAC Math</b>	Our SBAC Math scores are above the state and district averages with about 28% of our students scoring at or above standard in 2017.	Our 11th grade African American students are meeting standards at a rate of only 5%.	Leveraging our position as a 6-12 school is critical here. We need to focus on middle school data to determine the appropriate instructional practices and support services to ensure that all students are prepared for all levels of math and ultimately demonstrate this by raising the scores on the 11th grade Math SBAC. In addition to this we are working to establish a data driven mastery based math program for the 17-18 school year with integrated supports that will give us insight into where our greatest areas of deficit are in terms of student achievement. We will be able to run reports based on ethnicity, gender, zip-code, etc. and target our resources where they are most needed.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>		The primary challenge here is balancing our intention of making AP and Dual Enrollment courses available to all students with the necessary supports to promote success in these challenging courses.	Through the student cohorts that we are establishing our new counseling structure will work with teachers, students, and families to support the success of the students in these courses on an individual level.
<b>Pathway Participation/CTE Enrollment*</b>	We are working to have 65% students enrolled in CTE and participating in a pathway by the fall 2018.	On top of the financial implications, our already complicated master schedule and redesigning our arts classes to be CTE aligned are the greatest challenges.	Bringing in a CTE coordinator and putting in the resources to get all of our arts department chairs CTE credentialed. Designing professional development around establishing ourselves as a Linked Learning school and allocating all necessary resources to make this happen.
<b>English Learner Progress</b>	We recently developed a detailed EL Site Plan that clearly articulates all processes and supports for our emerging EL population.	The greatest challenge in terms of EL students is not in terms of their progress once at our school, but rather the barriers that make recruitment of Oakland's EL population a challenge for us as a performing arts school.	To further develop our Step It Up Program in making a strategic effort to recruit and prepare EL students for our audition process and ultimately provide transitional supports as we increase our EL population.
<b>Suspension Rate</b>	The suspension rate at OSA is on track to	The data reflects a greater number of students being suspended for drugs or alcohol. This indicates OSA's need to provide greater support in drug education, counseling services or referrals to outside treatment. Unlike the previous school year, data from this current year indicates more students who identify as male being suspended over those who identify as female. Of those male students, they are also predominately designated as SpEd or students with a 504. The data includes students who have been suspended repeatedly over the past school years. The suspension may remove a student if they are unsafe on campus, but is not effective in changing behavior. The greatest challenge is providing the social-emotion support on campus to prevent classroom disruption, student conflict or inappropriate actions.	Further training our staff in restorative practices and leveraging the newly established cohorts to create a place where designated faculty feel a greater sense of concern for their particular group of students.

1C: STUDENT PERFORMANCE GOALS & TARGETS						
June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal

<p><b>Graduation Rate</b></p>	<p>100%</p>		<p>All Students</p>	<p>99%</p>	<p>99%</p>	<p>100%</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><b>On Track to Graduate (11th Grade)</b></p>	<p>100%</p>		<p>All Students</p>	<p>96%</p>	<p>98%</p>	<p>100%</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><b>A-G Completion</b></p>	<p>100%</p>		<p>All Students</p>	<p>95%</p>	<p>96%</p>	<p>98%</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>

<b>SBAC ELA</b>	80% at or above standard		African American Students	67%	75%	80%	<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>
<b>SBAC Math</b>	50% at or above standard		African American Students	29%	40%	45%	<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>
<b>AP Pass Rate</b>	95%		All Students	91%	93%	95%	<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>



Dual Enrollment Pass Rate	100%		All Students	NA	95%	100%	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.
Pathway Participation/ CTE Enrollment*	100%		All Students	0%	0%	65%	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.
English Learner Progress	100%		English Learners	75%	100%	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.

<p><b>Suspension Rate</b></p>	<p>1%</p>		<p>Students with Disabilities</p>	<p>4.30%</p>	<p>3%</p>	<p>2%</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>
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**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<p><b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a></p>	<p><b>KEY:</b> 1: Not at all      3: Mostly 2: Somewhat      4: Completely</p>
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p><b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate &amp; communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	2: Somewhat	<p>We have made a commitment this year to getting many of our arts teachers CTE credentialled and supported each department in developing a CTE course sequence. At the start of the year we had no teachers with CTE credentials and we currently have 13 completed with 4 more in process. Our academic teachers have been present in the conversations about the importance of this transition. We are working toward a PD model for next school year that focuses on cohorted advisories to further integrate the academics into the pathways.</p>	<p>A leadership position of Student Support Coordinator is being created. This person will oversee all aspects of student support and work with the design team to ensure that pathways are implemented in a way that best supports college and career readiness for all students. In collaboration with the Chief Academic Officer and under the guidance of the Principal, our leadership structure will be designed in a way that best supports the full development of all four pillars of our pathways. A more cohesive PD structure that focuses on pathway development and implementation. We need to bring our families and surrounding community to be more central in this conversation.</p>
<p>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?</p>	2: Somewhat	<p>Identifying the connections between all of these conditions has been the primary focus for our work this year. This process has been a success. Now that the connections have been identified we are working to align the systems and structures through increased counseling services, the introduction of a chief academic officer for next school year, cohorted advisory groups, and the CTE certification of all of our teacher.</p>	<p>As we move forward it is key that all stakeholders feel a sense of ownership in this process.</p>
<p><b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?</p>	2: Somewhat	<p>After 15 years of running an artistic program without clear metrics for student achievement, our commitment to establishing ourselves as a pathway school with CTE credentialled arts faculty is evidence of our willingness to evolve our program with more strategic practices aimed at promoting greater student outcomes. Our school leaders are all committed to this process and supporting our teachers as they adjust to these changes.</p>	<p>To distribute this leadership to our department chairs as they further the pathway development in each of their respective programs.</p>
<p><b>School Leadership &amp; Vision Goal for 2018-19:</b></p>	<p>As a school with students mostly cohorted according to arts discipline and many of the technical aspects of our developing pathways in place, we</p>		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<p><b>Staffing Structure Aligned to Purpose:</b> 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?</p>	2: Somewhat	<p>All groups mentioned are in support and working on pathway development to varying extents. Counseling and admin are currently the most invested in this work as we are in the design process.</p>	<p>Now that we have our pathways designed for the most part, the next step is to get all support staff integrated into this work. The development of our advisories for next school year will systematize the involvement of all necessary staff members.</p>
<p><b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture &amp; 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?</p>	2: Somewhat	<p>Our design team consists of members of these groups and therefore the information about our pathway development has made it to these people. The design team represents these individual entities in the pathway development process.</p>	<p>The next step here is to fully communicate the pathway plan for next school year with all leadership teams to better include them in the ongoing evolution of our pathways.</p>

<p><b>Decision-Making Structure:</b> 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?</p>	2: Somewhat	Our internal leadership bodies are heavily involved in the decision making structure in regards to the school's vision and mission.	Parents and community members have expressed that they would like greater involvement in our decision making structure. Recent structural changes were made without adequate input from the families and we have since committed to keeping the families involved and are designing a new structure that better opens up the channels of communication.
<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> 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)?</p>	3: Mostly	Our master schedule allows for the cohorting of the students by pathways from 1:30 - 4:15 every school day. Each of the pathways will ultimately be organized by CTE credentialed teachers. The students audition into a specific pathway and join our school with the commitment to that pathway. Our master schedule is designed in such a way that provides teachers with at least two periods of a day of common prep time. Our facilities are specifically designed and resources are specifically allocated to the needs of each individual pathway.	Facilities is the area in greatest need of growth. We have mostly outgrown our current location as we have a waitlist of hundreds of students who have met artistic criteria to attend the school but our space limitations are a barrier. We are in the process of looking into facility solutions for the future that will enable expanding the school by 300 students or more.
<p><b>Equity Stance:</b> 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)?</p>	3: Mostly	As the city of Oakland is rapidly changing and our school has earned a positive reputation in the community, equitable access to resources for artistic preparation that will enable enrollment into our pathways is more important than ever. We implemented a program called "Step It Up" that recruits students from less resourced parts of town and provides artistic preparation for the audition process and academic supports prior to enrollment to the school. We have dozens of students enter the school each year through this program and focus considerable energy to support our Step It Up students once enrolled both artistically and academically. In addition to this, one of our fundamental school values is inclusivity as we create policies that will promote access to upper level courses for students that may not have had as much preparation or family support.	To further develop Step It Up and increase our academic supports at the middle school level. We need to better leverage our position as a grade 6-12 school by allocating significant resources to student support prior to entering high school.
<p><b>Systems &amp; Structures Goal for 2018-19:</b></p>	Our three primary goals for 18-19 are: 1. To have 65% of our high school students on a cohorted pathway led by a CTE credentialed teacher. 2. To create student advisories based on the pathway cohorts with the support process for these cohorts embedded into our PD plan. These advisories will be co-run by both arts and academic teachers creating further cohesion amongst our faculty. 3. To introduce the roles of Student Support Coordinator and Chief Academic Officer systematizing the supports and pathway process ensuring all four pillars of Linked Learning are fully intact.		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Establish role for Coordinator of Student Services who will work with counseling to get 65% of our students on a pathway. 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.	All Pathways	All Students	Measure N	\$125,000.00		Career Technical Education	Goal 1: Graduates are college and career ready

Coordinator of Student Services will also work with counseling to create student advisories and PD structure that supports it. In our current structure we do not have a role that can focus necessary time and energy on making this happen. The new roles of CAO and Coordinator of Student Services are both necessary to plan and implement a pathway aligned PD plan that focuses on culturally responsive instruction and curriculum and trains the appropriate faculty as needed.	Comprehensive Student Supports	All Students	Measure N	Included Above		Comprehensive Student Supports	Goal 5: Students are engaged in school everyday
Continue work as a design team to ensure implementation and frequent analysis of pathways development. \$2000 stipend as compensation for each of 5 faculty members who are active on the design team.	Building the Conditions	All Students	Measure N	\$10,000.00		Building the Conditions	Goal 6: Parents and families are engaged in school activities
Bringing in outside organizations to provide trainings in a PD setting focusing on student supports. These trainings will guide the work that advisory leaders practice in their cohorted groups. Our teachers have requested such trainings.	Building the Conditions	All Students	Measure N	\$10,000.00		Building the Conditions	Goal 5: Students are engaged in school everyday
Diversity and Inclusion Coordinator. A .2 FTE to establish a pointperson to go into feeder schools to recruit and support students of color through the audition process and the transition into OSA.		African American Students	Measure N	\$15,000.00		Building the Conditions	Goal 5: Students are engaged in school everyday

## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

<b>PROGRAM OF STUDY AND MASTER SCHEDULING</b>	<b>Planning Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Pathway Theme	3	2	Our pathway themes have been selected based on the structure already in place in many of our arts departments. We are currently working on increasing the presence of industry partners in each department.
Integrated Core	3	1+	Our pathways are just beginning to be CTE aligned. Technical coursework has been present but not CTE aligned.
Cohort Scheduling	3	2-	Our students are all cohorted based on arts department with about 65% cohorted in developing pathways. Teachers within these departments have significant common prep time and can make flexible use of classtime to promote projects. We have much room for growth in terms of interdisciplinary design.
<b>BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS</b>	<b>Planning Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Rigorous, Relevant and Integrated Learning	3	2-	Our pathway teaching and learning is fully aligned with the pathway theme but is lacking in terms of utilizing research based instructional and learning strategies. The production of products and services is significant. Our big step forward in this will be to better incorporate industry professionals and public defense of the artistic product.
Collaborative Learning	3	2	Our teachers ensure that all students have daily activities and provide high level skill instructions. Growth in terms of master is documented and roles are assigned to students as they work together on artistic product/performance. Moving forward, we need to focus on differentiated instruction to support this collaborative learning.
<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>Planning Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	4	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	Our current PD structure allows for many informal meetings and at least 1-2 scheduled planning times for teachers to collaborate across disciplines. We are working toward more distributed leadership and more formalized protocols.
Professional Learning	2+	1	Our pathway teams currently do not have dedicated PD time to focus on the unique needs of the pathway. Our PD has been much more general and needs to be developed into a more strategic structure where pathway teachers analyze and use data in a cycle of inquiry.

## SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

*What strategic actions did 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?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We restructured our counseling team to provide grade level counseling for students grades 9-12. We creative enrichment and remedial elective options for all ninth grade students. We implemented an honors option to our 10th grade English courses that is accessible to all 10th grade students. We added Environmental Science to our science course offering. We are working to rebuild our high school math program into a mastery based program with transparent and clear information to families on how the math sequence will look from grade 9-12. We are working with Peralta to add Statistics to our course offerings in math for 11th and 12th grade students.	Partially Implemented	Effective	Our student culture survey reflects a significant increase in the percentage of students that access counseling supports. Over 55% compared to the 19% from the previous school year. Our 9th grade students speak highly of their electives. Our students are excited about the Statistic option for next school year as we already have 28 requesting to be in the class. Our Environmental Science class is fully enrolled and students report satisfaction with the offering. In discussion I've had with families about our math rebuild, I have heard near unanimous support for looking into new curricular options and evaluating the impact of our current instructional practices. CPM works in select environments with teachers that fully buy into the program but becomes problematic in other environments.

## IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Rigorous Academics.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standards Based Instruction/ Project-Based Learning</b>	Rebuild our math program to be more clear and transparent with a mastery based progress monitoring system. This includes looking into curricular options that support this initiative. This goal will be measured by students performing at or above standard on the math SBAC.	All Students	29%	35%	45%	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.
<b>Graduate Capstone/Culminating Experience</b>	The Fashion pathway has students complete a portfolio and sketchbook in years 1-3. Seniors have an internship photoshoot, video, or design project sponsored by an industry partner as their capstone. In the Arts, Media, and Entertainment Pathway, the Design, Visual, and Media Arts program of study has students experience a juried UDHR competition in years 1-2. They then move onto their capstone projects like Experimental Video Project, Portfolio Creation, OSA Event Filming/Photography, Zine Project, Capstone Promotional Design ,Capstone UDHR Project and Capstone Yearbook. The Dance, Music, and Theater programs of study are still in the process of developing their capstones/culminating experiences. The Production and Managerial Arts proposed program of study is developing defenses for years 1-2, but envisions OSA and local theater design work as a capstone/culminating experience.	All Students	20%	39%	65%	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.

<b>Course Passage Rates</b>	Our goal is to coordinate our student supports in such a way that leads 100% of our students to pass all necessary courses. As our data demonstrated, our students that come from families with lower levels of education are most at risk. It is key that we identify these students as early as possible. Our Student Support Coordinator will lead the team to identify and support these students and ensure accessibility to the college and career prep that is available through the pathways.	Low-Income Students	90-95%	100%	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.
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**THEORY OF ACTION**

<b>Theory of Action</b>	As the research through our design process demonstrated, the students that experience the greatest gap between their home experience and their school experience are the most likely to face barriers in terms of academic achievement and ultimately college and career readiness. As an art school we have had a pathway like structure in place for years in terms of student cohorting and technical education, but we have a deficit in terms of the having the structural pieces in place that effectively leverage the common focus of our students and establish an integrated experience that brings this focus into all facets of what the students do at the school, both artistically and academically. It has been made clear to us that we need to focus our energy moving forward on systematizing our pathway process to ensure that all students have access the four pillars outlined through Linked Learning. Unlike many schools, we have already allocated substantial resources to establish the technical aspects of our programming and have underdeveloped our academic program and student support services due to limited resource. Our aim is to access measure N funding to appropriately implement these aspects through structural changes and the creation of the roles of Chief Academic Officer and Coordinator of Student Services. These roles will encompass all work associated with the four pillars and beyond and engage regularly with the design team to frequently evaluate the effectiveness of these structural adjustments.
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<b>How are you building conditions for students and adult learning?</b>	The conditions for students will be improved by having a CTE credentialed teacher running the artistic components of each pathway and subpathway. Through this, students will have access to dedicated industry partners and internships relevant to the focus of study. CAO will work to integrate the pathway focus of the students into the academic portion of the day to increase interest on the part of the students. Collaboration with Peralta Colleges will continue to bring in academic opportunities that were not previously available through dual enrollment options. The advisories that will be created will provide a support structure for our cohorts and allow for further collaboration between arts and academics as the advisors work with small groups of students regularly to support them artistically and academically. Adult learning will continue through the CTE credentialing process which has provided valuable pedagogical skills to dedicated teachers that have not had access to these strategies previously. Our professional development will focus on continuing this work and how to support the four pillars of Linked Learning through the cohorted advisories.
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	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	Parents and students need to be brought in for a town hall style gathering to further discuss this direction and have input into how they believe we can best serve our student body. The advisory structure could involve having students stay an extra hour on our shortened Wednesdays which would require a commitment from our students and families and their buy-in to this process. Our Alliance of Parents and Teachers and our Parents of Students of Color groups will also be integral in this process.	Leadership team has been heavily involved in the process and needs to be on board will all proposed changes to properly present them to their respective teams and ensure that all stakeholders have a voice and momentum is maintained.	Our two pathways are divided into 10 potential subpathways that we hope to have all active by 2021. Each of these subpathways needs to be fully engaged in this process and own the specifics in terms of what supports are necessary for each pathway to ensure all four pillars of Linked Learning are in place. The pathway teams will work in collaboration with the design team, CAO, and Coordinator of Student Supports regularly to evaluate and evolve the process to best meet the needs of the students.	All artistic and academic departments will be engaged. Our design team will meet with department chairs throughout development and to make final decisions on messaging before this goes out to our parent community



**STRATEGIC ACTIONS**

<b>Strategic Action</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area (required for all funded actions)</b>
Addition of Chief Academic Officer to work with all academic chairs to strengthen common core standard aligned instruction and to work with arts departments as we implement our cte pathways. CAO will lead the data driven process of continuous academic improvement with a focus on culturally responsive instruction and curriculum. Cost includes salary and benefits.	All Students	Measure N	\$115,000.00		Rigorous Academics	Goal 2: Students are proficient in state academic standards

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	Planning Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2+	1+	Our students are currently exposed to industry based WBL opportunities on a regular basis, but we have not created a planned sequence for these experiences. Ad-hoc for the most part at this point. Our pathways for next year will have this sequence clearly planned and we will be coordinating regularly (twice a year) with a team of industry partners to evaluate the relevance of these experiences.
Pathway Outcomes	2+	1	We are creating a plan and timetable to develop WBL across gradelevels. They are happening, but not in a clearly planned out way. We will be identifying the industry skills that are being targeted by each WBL experience.
Pathway Evaluation	2+	1	We are just beginning to work with industry and post secondary partners to identify strategies for reviewing and evaluating WBL experiences.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
CTE certification for 17 of our arts teachers. Engaging industry partners and establishing a CTE/Pathway board that will be a resource to each of our pathways and meet twice a year to discuss strategies for best preparing our students for industry.	Partially Implemented	Not Yet Known	We just met for the first time to establish the purpose of the group. Industry partners are all committed to working with our cohorts to provide the students with support.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	65% of our students will be able to access information about careers in their pathway through their CTE curriculum, Study Tour Destinations, advisory groups, College Mondays, Naviance, and counselors	All Students	0%	25%	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.

<b>Career Exploration</b>	65% of our students will be able to explore careers in their pathway through CTE curriculum, Study Tour Destinations, advisory groups, College Mondays, Natiance, counselors, and Industry Partners	All Students	0%	25%	65%	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.
<b>Career Preparation</b>	65% of our students will be in a pathway that has exposure to Industry Partners and internships by their senior year.	All Students	0%	25%	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.

**THEORY OF ACTION**

<b>Theory of Action</b>	We are confident that WBL opportunities are instrumental in giving students access to college and career opportunities that are connected to their pathway and beyond by making the content relevant. Through our current art emphases we have access to WBL opportunities, but no system in place to guarantee that all students are receiving these opportunities and supported appropriately to maximize the outcomes. The introduction of our CAO of Student Service Coordinator will allow for these systems to be implemented and will work in collaboration with pathway leads and industry partners on a data driven ongoing analysis of the relevance and effectiveness of these opportunities. Student Service Coordinator will work with pathways and students to create appropriate internships in support of this work. In addition to these two roles, the recent introduction of our CTE Advisory Board will keep industry partners involved in our analysis of WBL offerings and their effectiveness.					
<b>How are you building conditions for students and adult learning?</b>	Throughout the 17-18 school year we have supported 17 art teachers through the CTE credentialing process having 0 CTE credentialed teachers in the previous school year. Though this has been an arduous task for our teachers it has strengthened our arts program and is allowing us to move into a fully developed pathway structure. We are bringing in a CAO to further develop our academic program and collaborate with art and academic teachers to further develop pathway integration into our academic classes. Our newly created CTE advisory board composed of community industry partners will work with our pathways to ensure industry relevance and proper career preparation is in tact. Developing a PD structure that focuses on cohorted advisories with clear objectives in terms of ensuring college and career prep for all students will monitor the accessibility of all of these newly added conditions for all students.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>		<b>Department Teams</b>	
	All families, student leadership, APT, Parent of Color group must all be engaged in the implementation of these improvements.	All members of our leadership team, especially the two newly added roles, are instrumental in moving our pathway development forward. This includes counselors, principal, SPED, mental health professionals, executive director, etc.	Leaders of each of our proposed subpathways, student support coordinator, and CAO will work with the design team to determine the appropriate process to move the plan forward.		All academic and artistic department chairs will be fully engaged and bring the necessary components of pathway development to their individual departments ensuring that all teachers, students, and families are engaged.	

**STRATEGIC ACTIONS**

<b>Strategic Action</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area (required for all funded actions)</b>
Job description for the role of Coordinator of Student Services will include overseeing that WBL opportunities are available both through curriculum on campus and through outside internships. This work will be done in connection with our newly established CTE advisory board to ensure that WBLs are relevant in offering students in career oriented WBLs.	All Students	Measure N	Already Included		Work-Based Learning	Goal 1: Graduates are college and career ready

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	Planning Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2+	1+	Our pathway team currently takes time to know all students and acts as a general support structure beyond artistic development. They do not yet provide culturally responsive interventions though they do heavily engage families in the process.
College & Career Plan	2+	1+	Our pathway teachers collaborate with counselors to assure that students complete a 4-year high school plan, but are limited in their collaboration with counselors beyond this. The plan for next year is for pathway teachers to collaborate with counselors in regards to students college and career plans and look up to 10 years in the future.

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Took steps to redesign our counseling supports. Students now have grade level counselors that provide one-on-one supports. We also added to academic support periods for students who are artistically ineligible due to low GPAs to get back on track.	Partially Implemented	Effective	Our recent student culture survey shows that over 50% of our students report seeking counseling services for support in comparison to under 20% with out previous structure last school year.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Advisory structure and increased counseling supports will provide greater career awareness, exploration, and preparation for all students. CTE certification for leads of each subpathway. CTE advisory board will monitor industry relevance for each department. Coordinator of student services will oversee industry appropriate internships aimed at career prep in designated fields.	All Students	20%	55%	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.

<p><b>College Access</b></p>	<p>Advisory structure and increased counseling supports will provide greater career awareness, exploration, and preparation for all students. Counseling services will receive increased resources and coordinator of student supports will ensure that these services are focused on students at greatest risk.</p>		<p>20%</p>	<p>55%</p>	<p>100%</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><b>Differentiated Interventions</b></p>	<p>Advisory structure and increased counseling supports will provide greater career awareness, exploration, and preparation for all students. Support services are redesigned to focus on students at greatest risk with a high functioning COST team identifying these students as early as possible.</p>	<p>Low-Income Students</p>	<p>20%</p>	<p>55%</p>	<p>100%</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>

**THEORY OF ACTION**

<p><b>Theory of Action</b></p>	<p>As a performing arts school we have allocated significant resources to the development of our arts pathways and have in turn created a deficit in terms of comprehensive student supports. Supports have been in place and our team has worked diligently to identify and support students in need, but limited resources has prevented us from having a systematic approach to this process. With no assistant principal, everyone has been wearing multiple hats to create support structures and this fragmentation of job duties has not been fully successful in ensuring appropriate supports for all students. Our addition of a coordinator of student supports will allow for these support services to be implemented systematically and to ensure that students at risk are identified and appropriately supported in a timely manner. In addition to this, freeing up our head counselor from her current two class teaching assignment will allow her time to focus on building increased supports for the transition from middle to high school, including a summer bridge program.</p>				
<p><b>How are you building conditions for students and adult learning?</b></p>	<p>Designing a professional development structure that focuses on providing focused student supports to cohorted groups by teacher advisors will bring all faculty together. We will bring in the appropriate training to assist adults in this process and support them in guiding the small advisory groups. Students will be receiving further supports through our increased number of focused support classes in math and beyond.</p>				
<p><b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b></p>	<p><i>Governance Team (SSC, Parent Team, Student Leadership)</i></p>	<p><i>Leadership Team (ITL)</i></p>	<p><i>Pathway Teams</i></p>	<p><i>Department Teams</i></p>	

**STRATEGIC ACTIONS**

Strategic Action	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	Which Linked Learning pillar does this support?	Associated LCAP Action Area (required for all funded actions)
Adding .4 counseling services to free up our head counselor. This increase in FTE will allow for strategic focus on dual enrollment opportunities and increased counseling services for recognized at risk students as they transition from 8th to 9th grade. Under our current structure our head counselor is in the classroom as a teacher 2 periods a day. Time will be spent focusing on supporting low-income students and students that come from families without college education.	Low-Income Students	Measure N	\$32,000.00		Comprehensive Student Supports	Goal 3: Students are reading at or above grade level
Implementation of the role of Coordinator of Student Services to oversee all pathway development and manage all counseling services and student supports. Working with CAO to create advisories and a PD structure that supports advisors in monitoring student progress.	All Students	Measure N	Already Included		Comprehensive Student Supports	Goal 5: Students are engaged in school everyday
Summer Bridge Program for our Step It Up students to provide extra support for students at risk as they transition into high school or from another school into OSA. Academic and social supports will be in place to assist students in adjusting to a new environment. The coordinator of our bridge program will work with 9th grade team by providing information about the academic levels of the students.	Low-Income Students	Measure N	\$8,000.00		Comprehensive Student Supports	Goal 3: Students are reading at or above grade level
Purchase and implement curriculum from AAMA to offer an OSA version of the "Growing into Manhood". This will support our young men of color to be successful in preparation for college and career. This cost is based on a quote we received from AAMA to purchase the curriculum and access supports necessary for implementing it.	African American Students	Measure N	\$50,000.00		Comprehensive Student Supports	Goal 5: Students are engaged in school everyday
Implement a Literacy Support class constituting a .2 FTE increase to a current teacher's assignment. This will be a shift to our current academic program to offer more support to our EL students and students that enter our program reading below grade level.	Low-Income Students	Measure N	\$13,250.00		Comprehensive Student Supports	Goal 3: Students are reading at or above grade level

**4. TOTAL SCHOOL FUNDING ALLOCATIONS**

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century		\$0.00	\$0.00
After School Education & Safety (ASES)		\$0.00	\$0.00
General Purpose Discretionary		\$0.00	\$0.00
LCFF Supplemental		\$0.00	\$0.00
LCFF Concentration		\$0.00	\$0.00
Title I: Basic		\$0.00	\$0.00
Title I: Parent Participation		\$0.00	\$0.00
Measure N	\$378,250.00	\$378,250.00	\$0.00
<b>TOTAL</b>	<b>\$378,250.00</b>	<b>\$378,250.00</b>	<b>\$0.00</b>

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>
Establish role for Coordinator of Student Services who will work with counseling to get 65% of our students on a pathway . 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.	All Students	Measure N	\$125,000.00		Career Technical Education	
Coordinator of Student Services will also work with counseling to create student advisories and PD structure that supports it. In our current structure we do not have a role that can focus necessary time and energy on making this happen. The new roles of CAO and Coordinator of Student Services are both necessary to plan and implement a pathway aligned PD plan that focuses on culturally responsive instruction and curriculum and trains the appropriate faculty as needed.	All Students	Measure N			Comprehensive Student Supports	
Continue work as a design team to ensure implementation and frequent analysis of pathways development. \$2000 stipend as compensation for each of 5 faculty members who are active on the design team.	All Students	Measure N	\$10,000.00		Building the Conditions	
Bringing in outside organizations to provide trainings in a PD setting focusing on student supports. These trainings will guide the work that advisory leaders practice in their cohorted groups. Our teachers have requested such trainings.	All Students	Measure N	\$10,000.00		Building the Conditions	
Diversity and Inclusion Coordinator. A .2 FTE to establish a pointperson to go into feeder schools to recruit and support students of color through the audition process and the transition into OSA.	African American Students	Measure N	\$15,000.00		Building the Conditions	
Addition of Chief Academic Officer to work with all academic chairs to strengthen common core standard aligned instruction and to work with arts departments as we implement our cte pathways. CAO will lead the data driven process of continuous academic improvement with a focus on culturally responsive instruction and curriculum. Cost includes salary and benefits.	All Students	Measure N	\$115,000.00		Rigorous Academics	



Job description for the role of Coordinator of Student Services will include overseeing that WBL opportunities are available both through curriculum on campus and through outside internships. This work will be done in connection with our newly established CTE advisory board to ensure that WBLs are relevant in offering students in career oriented WBLs.	All Students	Measure N			Work-Based Learning	
Adding .4 counseling services to free up our head counselor. This increase in FTE will allow for strategic focus on dual enrollment opportunities and increased counseling services for recognized at risk students as they transition from 8th to 9th grade. Under our current structure our head counselor is in the classroom as a teacher 2 periods a day. Time will be spent focusing on supporting low-income students and students that come from families without college education.	Low-Income Students	Measure N	\$32,000.00		Comprehensive Student Supports	
Implementation of the role of Coordinator of Student Services to oversee all pathway development and manage all counseling services and student supports. Working with CAO to create advisories and a PD structure that supports advisors in monitoring student progress.	All Students	Measure N			Comprehensive Student Supports	
Summer Bridge Program for our Step It Up students to provide extra support for students at risk as they transition into high school or from another school into OSA. Academic and social supports will be in place to assist students in adjusting to a new environment. The coordinator of our bridge program will work with 9th grade team by providing information about the academic levels of the students.	Low-Income Students	Measure N	\$8,000.00		Comprehensive Student Supports	
Purchase and implement curriculum from AAMA to offer an OSA version of the "Growing into Manhood". This will support our young men of color to be successful in preparation for college and career. This cost is based on a quote we received from AAMA to purchase the curriculum and access supports necessary for implementing it.	African American Students	Measure N	\$50,000.00		Comprehensive Student Supports	
Implement a Literacy Support class constituting a .2 FTE increase to a current teacher's assignment. This will be a shift to our current academic program to offer more support to our EL students and students that enter our program reading below grade level.	Low-Income Students	Measure N	\$13,250.00		Comprehensive Student Supports	

## SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged 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.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/17/2018	Parent Engagement	Shared measure N info with parents at an APT meeting outlining and seeking feedback regarding our pathway development process.
Ongoing	Academic Department Chairs	Monthly discussion with department chairs to discuss pathway development and steps toward better pathway integration into academics.
3/17/2018	Student Leadership Team	Held an open discussion with our student leadership class discussing pathway development and how the development of an advisory structure will assist in achievement of student cohorts.
3/23	Industry Partners	Establishing a CTE advisory committee of industry partners who will work with our individual pathways to guide curriculum and instruction and provide college and career supports in the specific fields.
Ongoing	High School Academic Faculty	Provide team with an overview of pathway development and discuss specific academic supports that need further development including the role of a Chief Academic Officer.
2/17/2018	Middle School Academic Faculty	Provide team with an overview of pathway development and discuss specifics in terms of further developing our middle school as a feeder into our high school pathways.
Ongoing	Arts/Pathway Faculty	Consistent work throughout school year in getting our arts teachers CTE credentialled and building pathways for each of our artistic departments.
3/12/2018	CTE Partners	Meeting with CTE committee of industry partners to discuss curriculum choices and internship opportunities.

Ongoing	Counseling Team	Discussion about creating advisories based on student cohorts where our teachers will work closely with students to provide guidance in college and career readiness.
3/18/2018	Students Grades 9-12	Conducted a student survey surrounding our research question collecting information on how to best connect students to their school experience.
Ongoing	CTE Coordinator	Working with our contracted CTE coordinator to establish CTE component of the pathway development
3/26/2018	Site Visit	Visited Oakland Tech's VAPA program. Gave us a clear insight into our strengths and weaknesses in terms of our pathway development. Our strength is in relation to the technical education with our weakness being how we leverage this to benefit the college and career readiness of all students.

<b>Length of WASC Accreditation:</b>	6 year	<b>Last WASC Self-Study:</b>	2014	<b>Next Full Self-Study:</b>	2020
<b>SCHOOL WASC GOALS</b>					<b>LCAP Goal Category</b>
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.					Goal 6: Parents and families are engaged in school activities
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.					Goal 5: Students are engaged in school everyday
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.					Goal 1: Graduates are college and career ready