



OAKLAND SCHOOL FOR THE ARTS SELF-STUDY REPORT

**530 Eighteenth Street
Oakland, CA 94612**

Oakland Unified School District

May 3-5, 2021

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2018 Edition (2019-2020 SY Visits)**

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

Oakland School for the Arts (OSA) received a 6-year accreditation in June 2014. We submitted an Interim report in June 2017, which was accepted by WASC. We arranged our next WASC visit for April 19-22, 2020. However, we were contacted in May of 2019 about delaying our visit. ACS WASC had many schools to visit in Spring 2020 and offered us the option of delaying our visit until Fall 2020. We agreed to accept that offer and rearranged our visit for November 8 – 11, 2020. And, then, the pandemic occurred. In March 2020, we heard that WASC was delaying all visits for the foreseeable future. We were able to reschedule our visit as a virtual event for May 2-5, 2021, which is the current plan. Our school is in remote learning mode for the foreseeable future, so a virtual visit will coordinate well with the way in which we currently conduct classes and hold school events.

The above illustrates why we faced challenges and disruptions to making forward progress while creating our self-study.

We began the current process in October 2018, when our Chief of Operations and the WASC coordinator attended part 1 of the Self-Study seminars. After that this team met regularly to work on gathering and synthesizing information for the Community Profile.

In January of 2019, the coordinator met with the leadership team to outline the process, including when meetings would occur for focus groups and home groups. She also presented the current community profile data. In February, WASC communicated their offer to extend our accreditation until June 2021 and to delay our Visit. We received our letter of acceptance from the president of ACS WASC on March 1. This put our plans on hold until the new school year.

In August 2019, we renewed our efforts to work on our self-study. The WASC coordinator presented the year's plan for the self-study to the faculty and staff during professional development before the school year opened. She reviewed the previous year's work and the current status of the Action plan. She went over the ESLRs, the projected critical student learner needs and the plans for home group and focus group meetings during the year. The faculty and staff were separated into their assigned focus groups – and held initial discussions about the state of the school.

In October of 2019, the Executive Director of OSA and the WASC coordinator participated in WASC visits to two different high schools. They brought back many valuable insights and observations from their participation on Visiting Committees that were shared with the OSA faculty and staff.

In November 2019, the coordinator made a presentation to the faculty and staff to continue on with the self-study process. An orientation for focus group work was given. A calendar of meeting dates was distributed.

In January of 2020, the WASC coordinator met twice with the Leadership team to present the self-study plan and the updated Community Profile work. In January 2020, focus group leaders were assigned, oriented and trained. Focus groups, including parent and student members, began meeting during Professional Development time in February (2/19/20) and then met again in March (3/11/20).

On March 12, we were informed that students would not be coming back to school in person, but that teachers would have the next day to prepare to begin teaching remotely on Monday, March 16. On March 18 we received an email from the president of ACS WASC informing us that all visits for the remainder of the 2019-2020 school year were cancelled and that we should monitor the WASC website for updates as to when visits would be rescheduled. At that point we again suspended our WASC self-study preparations.

In September 2020, we set our new visit dates: May 2-5, 2021. The start of the new school year was jam – packed as the faculty and staff adapted to best practices for supporting our students during this time of remote teaching. We picked up our WASC preparations in November and the re-adjusted focus groups continued to meet. The WASC coordinator oriented all new faculty and staff about the self-study process before professional development sessions where the focus groups worked together. As the self-study session began, the coordinator reviewed the previous year's work and the current status of the Action plan. She went over the ESLRs, the projected critical student learner needs and the plans for home group and focus group meetings during the

self-study time. The faculty and staff were separated into their assigned focus groups – and began their work answering the prompts.

Since November, OSA has held three more focus group sessions, with team members writing and contributing evidence between focus group meetings. Home groups meet routinely as part of the normal operation of the school. The WASC coordinator has met with the Leadership team many times during the self-study period, attending their bi-weekly meetings when there is new information to present or discuss. The WASC coordinator meets with the School Principal weekly and has had several ZOOM meetings with key members of the faculty and staff during the self-study period, including the assistant principal, the SPED team, the Counseling staff, the Wellness team, the assistant principal, the school dean and department chairs. Student and parent home groups also met during this time to go over the results of the Community Profile. The school faculty and staff, including student and parent representatives, read a current draft of the self-study report and reported out on their impressions during that meeting. The OSA Board has also read a current draft. An update on the self-study process was presented at a Board meeting in March 2021.

Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.
- Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

Significant developments since the last full visit

OSA has experienced significant changes in leadership since the last full visit in 2014. Our long time Executive Director (ED) resigned in June of 2015. The OSA Board undertook a 6-month search for a new ED, resulting in the hiring of the former ED for the San Francisco School for the Arts (SOTA). During the time of the search, the ED responsibilities were shared among the Leadership team. The new ED redesigned the school leadership structure, taking us from a three “division” model, with a middle school and a high school principal and an artistic director, to a model with a single leader reporting to the ED. We now have a principal over all three divisions, an assistant principal and an artistic director who reports to the principal. Under the ED’s new leadership plan, we also hired a chief academic officer. We filled this position with an outside hire and the new CAO was never truly able to connect with the staff to promote meaningful change. This position was not refilled after the 2017-2018 school year. The ED also hired a Chief Business Officer who restructured the finances at the school. He reworked many of our basic policies, including the way that summer pay was handled.

The new ED left after two years. During the 2019-2020 school year, the position was filled by our school principal as Interim ED and the assistant principal became the Interim Principal. In April 2020, the new ED, an outside hire, arrived just as the school entered remote learning mode. She has worked hard at getting to know faculty, staff, students, and parents – and the school policies – although she has not met many of us in person, nor occupied her new office space.

In 2017, OSA applied for Measure N grant money from the Oakland Unified School District. This grant money came from a taxpayer ten year parcel tax that encourages College & Career Readiness in Oakland schools. We received these monies as we worked to qualify as a Linked Learning Pathways school. We went through a year of orientation to qualify for the funds, including meeting as faculty in study groups where topics included reworking our ESLRs, Mastery-based Grading, creating a new bell

schedule, project-based learning and integrating CTE standards into our classes. We also held faculty fishbowl discussions to engage all teachers in the pathway design process. A team of faculty visited a CTE school in Oceanside, California, to observe how CTE curriculum fits into the high school day. During the process of qualifying for Measure N funds, we increased our student support services, we strengthened our academic program, we created two artistic pathways for our students to follow, and we integrated a career technical education sequence into our curriculum and supported arts teachers in obtaining their CTE credential.

In pursuit of strengthening academic performance, OSA has considered a bell schedule change for some time. Two years ago, we began following a block schedule format after many discussions between faculty, staff, administration, parents and students. This change meant that our students would move their half day release from Mondays to Wednesdays, and that the school would follow a block schedule once a week on Wednesday and Thursday mornings. Normal classes at OSA run for 50 minutes. Over the two block days, students would attend each of their classes just once, but for 90 minutes each session. Although some teachers have had anxiety about filling the time, many teachers, especially in Science, are very happy to have extended periods to run labs and work on projects. We recognize that teachers could use more support in learning how to best use the block period time.

Part of the process of increasing our student wellness services included adding an Advisory class to our schedule. This was a tricky scheduling feat, as our students spend half their day in academic classes and the other half in arts classes, with the same set of arts teachers supporting both groups of students over the course of the day. We were finally able to include a 30-minute advisory session at the end of the Thursday morning block day – right before lunch. Students are placed in mixed grade and artistic advisory groups in middle school and high school. Advisors are pulled from faculty and staff and every possible meeting space is utilized by the school at this time. The intention is for students to remain in the same group over the course of their middle or high school career. Groups are limited to 15 students with one or two advisors. Although advisory is intended to run weekly, we have limited sessions to just once a month during online learning. A weekly curriculum was designed by our assistant principal, with topics ranging from how to stay organized to reactions regarding current events. After spending one school year running advisory sessions (August 2019 to March 2020), we have collected several reactions to advisory ranging from it being a “waste of time” to “counting on other students to help me work through some issues.” We have found that advisory allows teachers to get to know students

from different grades and in different ways and to step outside their role as a “curriculum” provider.

As part of becoming a Creative Careers Pathway school, OSA has pursued CTE pathways integration into our arts programs. Nine of our arts instructors have completed their CTE credential. The rest of the arts teachers are on track to earn their credential, either teaching or CTE, by 2025. All of our arts classes are part of our two designated Creative Careers pathways, either Digital and Visual Media or Arts and Entertainment. Seven of our nine emphasis have CTE pathway curriculum associated with them. All of our graduates last year and forward will be CTE completers. We have a new CTE coordinator this year who has set up many programs including a speakers series, a newsletter, and a mentorship arrangement. We have begun introducing CTE standards into our academic classes. Our first integration has been with high school English. We have also started offering College and Career classes. This year all ninth graders are taking a semester of “Business of the Arts.”

As part of our Measure N commitment, we have developed a Wellness Team, which consists of student support personnel including a Head Counselor, a College and Career Counselor, and a Mental Health Coordinator. We also have a part time Wellness Counselor and a full time Psychologist on staff. We are deeply committed to the Coordination of Services Team (COST) process. Teachers and other staff members can recommend any student of concern for a COST analysis. Members of the Wellness Team will meet to discuss the student’s situation and possible solutions. These findings are shared with parents and teachers. Once the recommendations have been in place for an amount of time, the team reconvenes to investigate if the support structures have been successful.

OSA went through its 5-year Charter Renewal with the Oakland Unified School District (OUSD) in the Fall of 2019. Part of the renewal requirements included a major change to our enrollment process. OUSD, as the holder of our charter, requested that a lottery system be put into place. As a result of our charter renewal work, OSA is phasing out auditions over the next five years. This year, for the first time, next fall’s incoming 6th graders were chosen through a lottery system without auditions. This process will continue to move up through the grades, until the entire school population is admitted through a lottery process. For example, next year, 7th graders applying to OSA will be placed in a lottery for the 2022-2023 school year.

Process for implementing and monitoring the schoolwide action plan aligned with LCAP goals and Strategic Plan

Though there has been notable turnover in leadership at OSA in the last 6 years we are fortunate that institutional memory has remained intact. With this, the priorities found in the action plan and the connected objectives have remained focal points throughout this time period and significant progress has been made in most areas. Development of a Strategic Plan (one of our Action Plan items) and the LCAP, along with periodic review of the action plan, has assisted in maintaining this focus.

Progress on Prior Growth Areas (formerly Schoolwide Critical Areas for Follow-up)

1. OSA can improve by increasing its collaborative structures in order to create a stronger overall school culture of alignment between and across subjects, grade levels divisions and programs within the context of the ESLR's which were developed by all of the stakeholders. This culture of collaboration can be deepened by including greater interactions between the Board of Directors and the staff of the school and giving the Board tools to involve the local community in the school.

- Students and teachers have attended Board meetings frequently to voice opinions, including requesting that Board members interact more with the student community. The Leadership team attends all Board meetings and teachers are frequent presenters about their area of expertise.
- We have become more cohesive under the leadership of a single principal. We conduct weekly professional development sessions as a group that includes all faculty and staff. One of the main focus points of PD this year has been to participate in Diversity, Equity and Inclusion training as a group. This has placed employees from widely varied areas into contact in breakout rooms where important and sensitive issues confronting the school have been discussed.
- As we move into CTE curriculum, we are working towards integrating the arts and academics in every area.
- Teachers meet by grade levels and as divisions to discuss issues concerning students and to collaborate on projects biweekly, outside of PD time.
- As part of our Measure N application we focused on updating our ESLRs into a form that is easier to remember and understand by the student population and community. We are in the process of transitioning from our ESLRs to R.E.A.D.Y. ESLER's were more goal based, R.E.A.D.Y. is more attitude-based. Many of these attitudes are already promoted in our classes and school community. Once we have completed the transition we will be better able to truly integrate the meaning of R.E.A.D.Y. into daily school life.
- Parents are involved in many aspects of the school, including advisory boards, the OSA Board, and the Alliance of Parents and Teachers (APT). More recently the APT has added additional advisory groups to its organization – the Parents of Color (POC) group and the Parents of Disabled Students group (PODS)

- Collaboration happens across the grade levels. When senior projects were part of the curriculum, the most highly rated projects were presented to the school-wide community. This project ended when key faculty left the school. However, we are intending to reinstitute this worthwhile project for the next school year. We intend to have the Senior Project become the capstone feature of the CTE curriculum, as a requirement fulfilled by all Seniors to complete the CTE program.
 - Eighth grade students continue to present their end-of-year speeches to the younger grades in the middle school providing role models and a glimpse into the future for the 6th and 7th grade students.
 - OSA is collaborating with arts organizations outside of the school. We have created a relationship with The People's Conservatory, an art enrichment afterschool program that serves 13 schools in the East Bay and focuses on serving Black and Brown students. They taught four Step It Up classes for us: Digital Media, Literary Arts (through the lens of spoken word and hip hop), Production Design and Visual Arts, and Fashion Design. Of the 41 Title 1 elementary schools in the East Bay, we have been invited to visit and leave marketing materials for our Step-It-Up program at 24 of them.
 - Academic staff have coached students for several opportunities including Mock Trial, EAA Bridge Building, Robotics Competition in the High School and Technovation Teams in the Middle School, These projects have continued on – even during the pandemic. Last year a team of 13 high schoolers also competed in the Sea Lion Bowl, a marine-based panel style competition held at CSU-Monterey Bay.
- 2. OSA should build comprehensive remediation systems to help students that are struggling academically and/or socio-emotionally so they can reach their artistic potential and meet high school graduation requirements. OSA should explore benchmark testing or an equivalent system to have more precise student achievement information. In the arts, OSA should increase the use of rigorous assessments to determine student progress and to drive a curriculum that supports accurate student achievement levels.**
- We now use the MDTP created by UC Berkeley to measure student progress in math. This assessment is given twice a year to record student growth in math and to target areas of focus. Teachers analyze the data together during math department meetings.
 - We have continued supporting math students with a high school math support lab this year, and a middle school math support class up through last year. We plan to restart the MS support class next fall.
 - We administer the SRI-ELA assessment three times per year to assess reading levels for all students. These results help the English department plan appropriate supports, including an invitation to join a Literacy Support Class.
 - We have given all students the SRI- ELA assessment and the MDTP math assessment at the beginning of the school year to determine the levels and needs of all students.

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- OSA uses CPM curriculum to support student sense of ownership and engagement in math. Our math teachers continue to attend CPM training.
- We have implemented a school-wide Advisory program where similar activities and messages are delivered to all students each week. We have a dedicated Leadership class that promotes school spirit activities. The Dean of Students presents school wide assemblies monthly where announcements are made, student work is highlighted and awards are presented. Different student groups also present assemblies monthly to highlight different cultures.
- We partner with Challenge Day to provide an annual socio-emotional support workshop for our 7th and 10th grade students.
- We held a college fair in March of 2019. We were planning another event for April 2020, but it was canceled due to the pandemic. We are hoping to hold another College Fair via ZOOM in April 2021. The fair helps all students plan for their future.
- We have expanded the benchmark assessments program from English and Math to include Science and Social Science. Both of these subject areas are developing their own measurement tools within departments over this school year.
- Data studies are conducted in department meetings as well as in division meetings using the assessment tools adopted or developed by each department. Because of data study, Literary Support and Math support classes were developed.
- Our most current CAASPP data suggests that we need to focus on our African American students, students with disabilities and our English Language Learners in ELA. In math, we need to better support our African American students, students with disabilities, our English Language Learners, Hispanic students and our SED students. However, in all cases, the results showed improvement from the year before.
- We currently have 74 IEP students all being served by our in-house SPED department.
Our most current CAASPP data shows that although our IEP students scored far below the standard in ELA and math, in both cases, the group had improved over the year before. The SPED department has recently started a SPED newsletter that highlights student artistic achievement.
- OSA has moved to the Coordination of Services Team (COST) model for determining student needs and supports. We have found this to be very beneficial in catching many different types of needs and dealing with them quickly and effectively. We realize that it is important to recognize that often socio-emotional issues and substandard academic performance in class and on benchmark tests are intertwined.
- Strong communication channels have developed between the arts and academics to help students as they balance performance schedules with academic classwork. We all recognize the importance of supporting the development of the whole student.

- We have still not developed a HS-MS mentoring program although the middle school faculty feels that if MS students of color are paired with a high school mentor of color, this could be a means to helping students of color feel more included in our school community.
 - The counseling department works closely with students to ensure that they will graduate, including supporting them as they enroll in concurrent course work. We have a Head Counselor and a College and Career Counselor to help with graduation and college concerns.
 - ELA and Social Science courses are cored at some grade levels. However, there is concern that the students may become “tracked.” The recently implemented block schedule has helped give teachers more time to present longer projects and labs.
 - We have developed a Wellness Team that includes a Mental Health Coordinator, a school Psychologist and a Wellness Coordinator. These individuals have been especially helpful during the pandemic as many students are in need of mental health support.
 - Although we have replaced “Health and Creative Science” with Biology at the 9th grade level, a local organization called BAWAR presents a health curriculum every other week. They also provide healthy relationship sessions approximately once a month for 7th graders.
 - We continue to offer differentiated curriculum in all classes. Our biweekly grade level and division meetings give us the time to collaborate and compare notes about best practices for differentiation.
- 3. Ensure the future of the school through engaging the leadership in the development of a strategic plan that includes a) analysis and action around increasing the space available for growth and expansion in all programs b) a concerted plan to recruit students with greater ethnic and socioeconomic diversity c) replicate in-house the external independent funding streams that have thus far supported the school.**
- We did create a Strategic Plan in 2014. That plan expired last year. The creation of a new Strategic Plan is currently in process. All stakeholders have been included in this process. The Leadership team is considering school growth and locating facilities required to support that growth
 - OSA currently has a large number of Chromebooks, and we are working to have 1:1 ratio next school year. This will enable students to be assigned individual Chromebooks which they can take home with them. OSA has also purchased “hotspots” to allow internet access. The Chromebooks and hotspots are at student homes during the pandemic to allow students to connect to classes.
 - Our Step It Up program continues, even during the pandemic, to provide support for artistic development for under-served Oakland elementary students.. We provide outreach in the form of visits and marketing materials to many local Title 1 schools.

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- Our audition system will be phased out, one grade at a time, as stated in our recently renewed Charter through OUSD. We are currently holding a lottery for next year's incoming 6th graders. Students will receive special priority for pre-conditions such as attending a Title 1 school or being the sibling of an OSA student. Students will participate in an audition, only after they are admitted to OSA, for placement in an artistic pathway.
- Math and ELA classes are fully Common Core aligned. Science classes are aligned with the NGSS standards
- OSA tries to utilize local community resources. In addition to previously mentioned spaces, we have had some theater classes meet at "Flight Deck" a performance space just 3 blocks away. When we return to in-person learning, theater students will still meet at the former Flight Deck, now known as "PianoFight".
- Although we have offered classes during the summer, classes were not offered last summer during the pandemic. We plan to offer classes this summer, especially to help with learning loss due to the pandemic.
- OSA has an alumni web page that is password protected and is available for all OSA alumni to join. A listing of alumni events, alumni news and specific class pages are located there. Alumni are an important resource for OSA.
- We have recently started an MMI (Mentor, Masterclass & Internships) program. Our CTE coordinator is connecting with working artists to ask them to serve as mentors for our students. She is seeking a six-month commitment, with mentor- student meetings occurring monthly. In the Fall of 2021, we hope to have 2-3 mentors per sub-pathway, host two master classes per quarter - per pathway, and to find internships for all seniors who meet the established criteria. We are also forming an Arts Advisory Board to support our Creative Careers Pathways development.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

Chapter II “Student/Community Profile - Data and Findings”

Note: Although this report is being written during the period of remote teaching caused by the global pandemic in 2020, unless otherwise noted, most of the data and information in the report will be based on the 2018-2019 school year, which was the last year that was entirely conducted on the school site.

A. GENERAL BACKGROUND AND HISTORY

1. Community

Community Served by the School

Oakland School for the Arts (OSA) balances an immersive arts environment with a comprehensive academic program. Originally, OSA intended to serve the local population with $\frac{2}{3}$ of the students being from Oakland and $\frac{1}{3}$ coming from the greater Bay Area. More recently, we are moving towards most of the school population residing in Oakland. OSA has become a Creative Career Pathways school (Linked Learning Pathways certified) where OSA students are groomed to use their creativity in a wide range of fields and to be successful in many different endeavors. 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 enter into one of two Creative Career Pathways, each pathway consisting of several art forms/sub-pathways. We are gradually integrating the CTE curriculum into all of our classes. Graduates are

prepared to find success in any field at the college or professional level, including specialized art schools.

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. Equity and inclusion are high priorities, and are reinforced by our Step It Up outreach program to local Title I schools. We also have a preference in admissions to pupils who reside in the elementary school attendance area where we are located, as well as those who attend Oakland elementary schools who meet the Charter School Facility Grant Program Free and Reduced Priced Meal requirement. 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.

Our Charter allows us to enroll 820 students. We currently have an enrollment of 800. To develop a more sustainable model for the school, we are investigating a system to set a quota for the number of students per grade level (between 116-118) and also populate each pathway in a balanced way.

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 they do.

([Oakland School for the Arts website](#))

Family and Community Trends

The OSA community has changed through the years. In 2007 the school enrolled 295 students, and the population was 60% African-American and 32% Free and Reduced lunch-eligible. In 2014 enrollment rose to 670 and the racial composition was significantly different, with 41% identifying as White and another 24% identifying as Multi-ethnic. This trend indicated both OSA's appeal to new communities and the creation of the new Multi-ethnic category. Free and reduced lunch-eligibility dropped to 16.6% in 2014. Free and reduced lunch numbers are now at 15%. We would like to enroll more SES students at our school, to better serve the Oakland community, where upwards of 73% of the district population is part of the Free and Reduced Lunch program. Demographically, the percentages of the various ethnic groups are currently 39.8% of students identifying as White, 21% identifying as Multi-ethnic and 23% identifying as Black or African American, 7% Asian, 6% Latinx, 1% Native American and 1% Undeclared.

OSA has taken some innovative steps to ensure the OSA opportunity is available to families and students throughout the region. The school has developed various outreach programs and is actively seeking students from underrepresented parts

of town, even to the extent of funding arts programs with OSA students and supporting lessons and workshops for potential students. OSA has recently developed a new model for accepting students. During the 2021 application season, prospective 6th grade students will apply through a lottery system, with preference being given to Step-It-Up students, as well as targeted Oakland zip code areas.

Another trend worth noting is the transformation of the Uptown Oakland neighborhood. Since 2006, 6000 housing units have been constructed and the neighborhood has become a thriving arts and entertainment district, with many galleries and performance spaces available to the local arts community and the public. Much of this growth has taken place after OSA's 2009 move into The Fox Theater facility, considered the centerpiece of the arts district. Even more construction is happening now during the pandemic. There are many "cranes on the horizon" as the building boom that started in 2006 continues. However, along with the increase in building starts, rental rates are also increasing. This has two effects on OSA - SES families are being displaced from Oakland. And, our school needs to plan carefully to ensure that we will have an adequate and affordable building in the future.

State/Federal Program Mandates

OSA is not under any state or federally imposed deadlines for improvement.

Parent/Community Organizations

Parent involvement at OSA is robust and purposeful. The Alliance of Parents and Teachers (APT) is the formal OSA parent organization, with its own 501(c) non-profit status, that holds monthly meetings, has its own officers and Board, and creates events and activities that support the overall mission of the school. In addition, each arts emphasis area has its own parent leadership structure. Departmental boards manage finances, support events, build stages and gallery environments, and in general, form the backbone of these busy, fast-moving departments.

Parents form teams of event planners, fundraisers and departmental liaisons, usually as part of the arts department of their child. Along with the regular monthly meetings, there is also extensive parent activity on show nights and during other departmental events. Parents create a weekly newsletter that is endorsed by the school and which lists the various events and important information for parents. Parents have also become involved in issues of equity at the school and have formed several support groups, including a Parents of Color group, a Special Ed Parents group and a White Allies Parents group. OSA has developed a database, called OSA Connections, of more than 200 parents who have offered their interests and skills to be utilized by the school.

([APT website](#))
([OSA Connections](#))

Community Foundation programs

The programming of OSA presents budgeting concerns beyond a school that is not “Arts-focused”. The school has a dedicated Advancement Department that appeals to foundations and parents for fund-raising. 10% of our operating budget comes from fund-raising to help support our arts program. Due to their efforts, OSA has received funding support from many different groups, including both local as well as national organizations.

([Supporters 2019/2020](#))

School/Business Relationships

There is a range of key community agencies (both local and national) with whom the school has deep and substantial relationships that enrich the arts environment and provide many real-world opportunities for our students. The director of our CTE program is in the process of building a CTE Advisory Board for the school. She is also creating an artist mentorship program and an artistic- based speaker series. We have had Internships available with the Fox Theatre since 2014, where all Production Design high school students work alongside the Local 107 stage hands. That's over 250 internships in the last 7 years. We strive to continue to create student opportunities, including internships, gallery and museum exhibitions, and high-visibility performances at notable venues like the Fox Theater, Flight Deck (now known as PianoFight), Freight and Salvage, and Yoshi's. Existing community partners include: Oakland Leaf, Savage Jazz Dance Company, the Arts Schools Network, Camp Reel Stories, Left Coast Ensemble, Youth Speaks, Oaktown Jazz, Oakland Youth Orchestra, Oakland Museum of California, Oakland Public Libraries, Cal Performances, and African American Shakespeare Theater, and the San Francisco Ballet.

([OSA Partners](#))

2. Staff Description

OSA currently has 100 active employees, made up of 68 faculty, 30 staff and 2 faculty/staff. Of our 68 faculty members, 31 are part time. Most of the part time faculty are arts teachers. OSA has 38 certificated employees, 8 are staff and 30 are faculty members. By 2025, our arts teachers will be required to have earned a credential (either CTE or teaching), if they do not already hold a Teaching Credential. We are working closely with the Orange County Office of Education and the Alameda County Office of Education CTE programs to help our teachers earn their CTE credential. At this time, 9 of our arts teachers have completed their CTE credential.

Student support personnel include a Head Academic Counselor, a College and Career Counselor, and a Mental Health Coordinator. We also have a part time Wellness Counselor and a full time Psychologist on staff.

Oakland School for the Arts ACS WASC/CDE Self-Study Report

OSA has three para-professionals working at the school supporting Special Education students.

OSA has one member of staff who can serve as a substitute. For most substitute needs, OSA contracts through a local agency called “Teachers On Reserve”. We have also used the “Education Team” and “School Professional Services”.

We surveyed our staff regarding gender identity and gave choices beyond the standard “female” and “male”. 74 employees out of 102 responded to the survey, resulting in the following:

Gender Identity	Results	Percentage
Cisgender Woman	47	63.5%
Transgender Woman	0	0.0%
Cisgender Man	14	18.9%
Transgender Man	2	2.7%
Non-binary	3	4.1%
Intersex	0	0.0%
Genderqueer	0	0.0%
Prefer not to say	1	1.4%
My gender identity is not listed here.	0	0.0%
Other:		0.0%
Transmasculine	1	1.4%
Woman	2	2.7%
Female	1	1.4%
Male	2	2.7%
Blank response	1	1.4%
<p>Note that 'cis' or 'cisgender' means your sex assigned at birth corresponds to your personal gender identity. For example, if you were assigned male at birth and continue to identify as male, you are a cisgender man.</p>		

Over 60% of the staff members are female, cisgender woman or woman, while less than 25% are cisgender man, male or transgender man. The percentage of female staff members has increased since the last WASC report when it was reported as 58%.

In 2014, the ethnic make-up of our staff was 28% African-American, 6% Asian, 6%

Latino and 60% White. **Currently**, the ethnic make-up is 17% African-American, 11% Multi-Ethnic, 7% Asian, 3% Latinx, 58% White, and 5% Declined to State. ([Staff & Faculty Directory](#))

3. School Purpose and ACS WASC Accreditation History

a. School purpose

Oakland School for the Arts (OSA) is a nonprofit public charter school founded by Governor Jerry Brown – then Oakland’s Mayor – in 2002. Now in its 19th year, OSA serves 800 students in grades 6-12 tuition-free. OSA is housed in Uptown Oakland’s historic Fox Theater, Sweet’s Ballroom and Newberry Building.

OSA is a Linked Learning Pathway School offering an immersive arts program and a strong academic curriculum. We serve youth from across the Bay Area with a preference for Oakland-based students. OSA students complete a challenging academic curriculum with an emphasis in one of nine artistic fields: Dance, Digital Media, Fashion Design, Instrumental Music, Literary Arts, Production Design, Theatre, Visual Arts and Vocal Music.

Oakland School for the Arts Vision Statement:

*The Oakland School for the Arts balances a **comprehensive** academic curriculum with an **immersive** arts program, providing students unique opportunities for learning, expression and personal growth. OSA’s arts and academic programs build discipline and confidence, effectively preparing creative youth to achieve their potential both in and outside of the arts.*

Expected School-Wide Learner Results/Outcomes

In 2014, OSA refined the original ESLRs into the following four declarations.

Effective communicators who:

- Clearly articulate ideas and speak and write with eloquence and passion
- Use appropriate communication in different environments
- Listen to others with empathy and understanding
- Demonstrate their artistic and creative voices
- Accept and offer constructive criticism

Critical thinkers who:

- Question ideas and analyze a variety of perspectives
- Recognize bias and respond appropriately
- Develop informed opinions while remaining open to other views
- Use both imagination and logic in solving problems
- Demonstrate intellectual curiosity and discipline

Dynamic global citizens who:

- Contribute to the community and value the contributions of others
- Collaborate successfully to reach goals and create beneficial outcomes
- Stay informed about world events; develop a sense of social responsibility
- Reflect the community from which they come
- Solve conflicts peacefully
- Respect the physical and cultural environments of all people
- Are accountable for their choices and actions
- Demonstrate a high degree of integrity and character

Self-disciplined students and artists who:

- Display pride and passion in their artistic and academic work
- Demonstrate consistent effort and commitment through practice and focused study
- Challenge themselves to achieve high standards in all endeavors
- Appreciate and respect the artistic and academic efforts of others
- Innovate and create in all aspects of their work
- Move into adulthood with maximum opportunities and choices
- Develop their own identity

b. ACS WASC Accreditation History

OSA received a preliminary accreditation upon its inception in 2003 and a three-year accreditation in 2008. In 2011 the Visiting Committee extended the accreditation through 2014. In 2014, the school received a 6-year accreditation. We were scheduled to have a visit in April 2020, however, that was delayed until November 2020, due to the large number of schools requiring visits in the Spring of 2020. Our November visit has now been delayed until May 2021 due to the global pandemic.

c. Refinement to our ESLRs/Grad Profile

As part of our work in becoming a Linked Learning Pathway school, we formed a subcommittee to revisit our ESLRs/Grad Profile. The new Grad Profile is based on an acronym, which is expected to be more readily adopted and remembered by students, faculty and staff.

Grad Profile

OSA students are able to develop their strengths and passions to **CHANGE THE WORLD**. **OSA** students are **R.E.A.D.Y.**

Reflection

- Engaging in **growth mindset** practices
- Developing **self-awareness**
- Creating and implementing **personalized goals**

Engagement

- Practicing **empathy** and **compassion** while being **open-minded**

- Accepting and offering **critical feedback**
- Recognizing and engaging in the different communities of **Oakland** and **California**

Advocacy

- Understanding and navigating **systems, applications** and **bureaucracy**
- Utilizing artwork to express **identity** and make an impact in **community**
- Engaging in social justice and activism within the community of **OSA, Oakland** and/or **California**

Dedication

- Embodying a high degree of **intrinsic motivation** for their arts and academics
- Exhibiting an artistic and academic **self-discipline**
- Understanding and implementing the artistic and academic “**Habits of Mind**”

Y for YOUR voice, YOUR journey

- Expressing **voice, vision** and **plan** for MS, HS and post HS
- Demonstrating the mindset and practice of **perseverance** and **resilience** in the face of obstacles

4. LCAP (Local Control Accountability Plan from our 2018-2019 report)

NOTE: Our next Local Control Accountability Plan (LCAP) will be published in June 2021.

Our 2020-2021 Learning Continuity and Attendance Plan (LCAP) with all responses focused on addressing our current situation in remote learning can be found at:

[\(LCAP and Annual Update Template - Local Control Funding Formula \(CA Dept of Education\) \)](#)

a. Stakeholder engagement

OSA has conducted a range of stakeholder meetings throughout the year. There are monthly parent meetings, informational coffees with a variety of OSA leadership, individual appointments, departmental meetings in which parents serve as Board members for the different art departments, community meetings throughout the city and at different times in the year -- OSA is a place of high parent involvement and community input. We have focused - and will continue to focus - on transparency to our families this year.

Our leadership teams have held presentations and open Q & A sessions about our Strategic Plan as well as School Finances, and greater parent involvement has been sought via informational sessions about our Dashboard and SBAC scores.

Stakeholders had access to standardized test score presentations, attendance rates, budget information, departmental staffing information, and the cost of new facilities, all of which have been presented at APT and OSA Board meetings. Additionally, financial and budgeting information, as well as academic metrics, were made available at the September "State of the School" address, an annual event that kicks off each year with the data necessary to inform our decisions. The OSA leadership team, consisting of 13 school leaders, has also developed a series of presentations on "Academic Excellence" for the Board. Each presentation has shown data collected by departments to illustrate student growth, as a school and by demographic, according to certain benchmarks. The first presentation was given in September, followed by the second in January. The final presentation will be given in May.

[\(Academic Excellence Presentation, January - Board Meeting 2/28\)](#)

As a result of many of these meetings we are now seeing a big increase in parent interest in fundraising. Board members and the advancement team have held public meetings with parents and students to hear ideas and solicit support. Going forward we anticipate a greatly increased level of parent involvement in these critical efforts.

[\(LCFF Budget Overview for Parents Template - Local Control and Accountability Plan \(LCAP\) \(CA Dept of Education\)\)](#)

b. LCAP

Needs

African-American students and Students with Disabilities are the areas where we see the greatest need for improvement. While on an upward trajectory, there remains a wide variance in SBAC scores between these student subgroups when compared to the 'All Student' numbers. For example, preliminary 2019 SBAC data shows that 46% of our African-American students met or exceeded standards, compared to 70% school-wide. The access gap has been and will continue to be a prime focus for us, because OSA is 100% committed to the success of our African-American youth.

Our students with disabilities - while making a substantial gain in ELA and math (based on early 2019 SBAC reporting) by scoring at the meet/exceed SBAC ELA and Math standards at 22% each - still show a wide variance compared to the school-wide 70% ELA and 54% Math meet/exceed rates.

Goals

We remain true to the goals we set out for ourselves in our original LCAP and our Strategic Plan. Our Executive Director has implemented many positive changes and we continue to grow in structure, accountability, and process.

We are working to close the Access Gap for African-American students as indicated by SBAC scores.

We continue to strengthen our student support system, especially in terms of supporting a high graduation rate, low drop out rate, and improved college (and overall) counseling,

An additional opportunity for success is in our attendance rate, improvement of which supports all our LCAP goals.

We work towards inclusion and success of the disadvantaged youth in our community.

Actions

In our attempts to close the access gap for African American students we have strategies in place which include vigorous outreach to hire more teachers of color, panels with students and teachers of color to share issues and brainstorm ways to increase classroom success, and creating supportive environments for our students of color. We partner this with academic interventions for reading, ELA, and math.

We are trying to bolster our already comprehensive Special Ed department with more efficient communication strategies with classroom teachers as well as enhanced reporting data systems. We believe that these strategies should continue to yield positive growth in SBAC scores for our students with disabilities.

A bigger focus has been placed on supporting and preparing all students for the SBAC, with more sensitivity to the timing during the already-full academic load in efforts to more accurately assess our students' depth of knowledge. We hope to continue to increase our school's testing scores by continuing to offer practice tests, including teacher-designated student supports within the testing software itself, and better teacher training. We also feel our reading literacy program and enhanced math lab tutoring will support higher performance.

Additionally, we continue to identify formative/summative assessments in all departments and use this data to form department goals, build focused PD, and to identify struggling students in time for re-teaching.

We identify and prioritize the needs of disadvantaged youth. We are mindful in our outreach to Oakland Title I schools through the structure of our Step It Up program. Step It Up provides free after-school arts enrichment to Oakland students from Title One schools to ensure equity in our audition process.

We continue to take steps to improve our school-wide attendance through increased parent communication, follow up on absences, and teacher outreach. In 2019-20 we have added a higher degree of attendance monitoring to our existing administration roles to better serve our students.

c. Metric Towards Meeting Goals

In the effort to close the access gap, we will see increases by minimum 5% annually as measured by SBAC testing, i.e. the access gap closes by 5% a year as gains made by targeted subgroups exceed gains made by the highest scoring group.

We will see a higher graduation rate and a lower drop out rate.

We will increase numbers of the SED students that are admitted to OSA.

We will look for the success of SED students as we carefully and routinely monitor their school performance.

As the school increases efforts to insure high attendance, the metric of success will be to see increased attendance in all grade levels.

B. School Program Data - Description of Programs

1. General Education Program

OSA has an outstanding college-preparatory academic program, which meets the A-G requirements for University of California and California State University admissions. All students take English, Mathematics, Language, Science and Social Science/History. Students concentrate in one area of art – Dance, Digital Media, Fashion Design, Instrumental Music, Literary Arts, Production Design, Theatre, Vocal Music or Visual Art.

Small arts classes allow for individual attention and personal training. Tutoring for core academic classes is also available and encouraged. OSA students also receive ongoing professional training from various East Bay arts organizations and practicing artists in the community.

Oakland School for the Arts is a Linked Learning Pathway School, which we call our Creative Careers Pathways. In addition to our existing college preparation, students will be gaining industry experience and feedback from targeted partnerships for their art focus. As a learning community, we are committed to unifying our instruction to bring an experience to students that is engaging and relevant to their future as dynamic global citizens and innovative critical thinkers. Our goal is to prepare students for higher education in the field of study of their

choice, as well as give them the advantage of high-level training and experience which will enable them to enter apprenticeships or artistic positions as a working professional. The OSA program enables our students to:

- Be creative and innovative
- Develop techniques and skills in at least one artistic area
- Speak in their own artistic voices with authority
- Communicate effectively
- Develop and maintain a global perspective
- Seek solutions
- Think in an interdisciplinary mode
- Satisfy college admissions requirements

2. College and Career Preparation

As a Linked Learning Pathway school, OSA is committed to optimizing the college and career readiness of our graduates. OSA applied for and was approved as a Pathway school in 2018, funded by Oakland's Measure N Parcel tax. Through small learning communities of career-oriented pathways, OSA offers intensive, individualized support to create the conditions for all students to graduate high school prepared to succeed in college and career. The pathways are composed of four essential elements:

- I. Rigorous Academics
- II. Integrated Student Support
- III. Work Based Learning
- IV. Career Technical Education Sequence (CTE)

OSA offers two pathways- the Performing Arts Pathway is composed of Theater, Dance, Vocal Music and Instrumental Music, the Design, Visual, and Media Arts Pathway is composed of Fashion Design, Visual Art, Digital Media, Production Design, and Literary Arts.

A pathway development team composed of students, parents, industry partners, teachers, and administrators meets regularly to focus on further developing these elements and is open to interested stakeholders.

([Measure N Document](#))

Types of Instruction and learning opportunities

As part of our commitment as a Linked Learning Pathway school, OSA currently has 22 courses as part of CTE, which includes all of the Arts classes offered at OSA. All Arts Department Chairs have been part of this design process. All of the courses are listed in CALPADS, which allows us to track student progress in the program. In the Spring of 2021, we expect to have 71 students as "Completers" of the program – and we are required to track them on CALPADS for 1 year after they graduate. Nine OSA Arts Teachers in the industry sectors of Arts, Media, and

Entertainment and Fashion Design and Merchandising have obtained the Career Technical Education (CTE) Preliminary Credential.

We are working toward having all of our CTE courses A-G approved as of Spring 2021. We will start looking at our Middle School courses and decide which ones can serve as Pathway Access Courses with a CTE approval. In the future, we would like to allow students to access courses in pathways other than their own, to gain important exposure. We are planning to offer a wider range of course options next year – some classes will become quarter long, others will last a semester.

All of our courses are currently offered onsite.

How courses support college and career preparedness and other goals

Industry partnerships have been established to support work-based learning in all of our emphases. We are developing on-site internships for high school students. Our Literary Arts Chair has been leading a trial internship for students. The goal is to set up a “business” atmosphere, complete with interviews for positions and time cards. This initial internship is with the host of the KQED “Perspectives” radio broadcast. She has already visited our literary arts students once and plans on workshopping a “Perspectives for Kids” program.

Based on research with members of the artistic world, we have learned that it is important for arts students to graduate with a “business sense.” We developed a single section, one semester long, elective last year called “Business of the Arts”. We are offered two sections, with each class being co-taught by our Vocal Music Department Chair from the Performing Arts Pathway and a Literary Arts teacher from the Design, Visual and Media Arts Pathway. We have now integrated this course into the 9th grade curriculum as a required course to help develop Career Awareness early on. The goal is for each student to leave OSA with an Exit Portfolio containing the beginning of an artist’s bio, a CV, a resume and a 10-year plan.

[\(Business of the Arts Syllabus
Business of the Arts Roadmap\)](#)

We are currently working on integrating CTE standards into our academic courses. Our first integration is with the High School English Department. Last summer (2020), school Administrators put together a packet dovetailing CTE standards into the high school English curriculum. Over the summer, High School English teachers were given a stipend to attend several planning sessions where they studied the packet and built lessons using templates. All High School students are participating in this curriculum in English this year, however, their assessments vary depending on their pathway: Design, Visual and Media Arts or Performing Arts. We have found it difficult to fully roll out the new curriculum during Remote Teaching and plan a relaunch next school year when we anticipate being on-site.

[\(HS English & Arts Integration- Scope and Sequence \)](#)

Support for equal access, academic and personal counseling, college and career preparation support and health services

The Student Support Team has been specifically restructured to ensure comprehensive 1-on-1 supports are provided for all students. The goal of the team is to establish and maintain a positive school culture (grades 6-12) in which all students are motivated to learn, support each other, and have structures in place that assist students in accessing their full artistic and academic potential. The team consists of the following staff members:

- Assistant Principal, the student support team lead working to design and implement structures that support the team mission,
- the Dean of Students, who oversees the student discipline of all students grades 6-12 and supports teachers in the implementation of restorative practices in the classroom,
- the Head Counselor/Counselor Grades 6-9, who ensures that our course offerings are preparing students for a multitude of college and career opportunities and monitors the placement of students in the appropriate classes,
- the College and Career Counselor/Counselor Grades 7-12, who monitors student progress and works closely on the college application process with students and families during high school as they approach graduation,
- the Psychologist (a credentialed school psychologist and licensed clinical psychologist) who provides psychological consultation to students, faculty/staff, families and admin; Social Emotional Learning (SEL) opportunities; and assessment services.
- and the Mental Health Coordinator, who provides individual and group counseling to students that are identified as needing specific mental health supports.

Partnerships, including businesses, industry, community, and higher education

We have recently started an MMI (Mentor, Masterclass & Internships) program. Our CTE coordinator is connecting with working artists to ask them to serve as mentors for our students. She is seeking a six-month commitment, with mentor-student meetings occurring monthly. In the Fall of 2021, we hope to have 2-3 mentors per sub-pathway, host two master classes per quarter - per pathway, and to find internships for all seniors who meet the established criteria. Currently, we have monthly Master classes for the entire school. We have hosted a talk show host, a musician from the Metropolitan Opera, two professional dancers (including one alumni) and a reality TV producer. Our next speaker series will be focused on the business world, including an agent, an entertainment attorney, a publicist, a manager, an image consultant and a brand manager.

([OSA MMI Program Packet](#))

In the future, there is an aspiration for OSA to start its own record label, create hip-hop culture thread with courses offered to both pathways, and possibly incorporate graffiti and rap into our curriculum. We are currently developing “Pathways Access” courses for all Middle School students to take one or two days a week to give them experience outside their emphasis. Some examples are “Machine and Hand Sewing” offered by Fashion Design, “Light and Sound Magic” offered by Production Design, and “School Newspaper” offered by Literary Arts. We would like to present arts offerings that are attractive to local students and create an engaging and relevant place for them at our school.

The State of California highly supports the CTE program as a way to prepare students to follow a path after high school. We are a certified Linked Learning Pathways program and are currently working towards earning our Silver Certification, which will indicate that OSA has developed a sustainable program and will be recognized as a State-wide and National leader in CTE. We will apply for this status in the Spring of 2021. If we are granted this certification, we will also be eligible for increased funding, beyond what is allotted by our local Measure N parcel tax.

Dual Enrollment

We have been building the Early College Credit (ECC) program for three years now with the intention of providing as much relevant college experience for our students free of charge prior to high school graduation. This is an equity and access initiative in that it is statistically demonstrated that students with successful college experience prior to graduation are more likely to successfully complete a four-year degree. To support students who would like ECC, on our campus we offer two Dual Enrollment college courses each semester. Statistics and English 1A are offered in a partnership with the Peralta Colleges. These courses are taught by Peralta instructors during the Fall semester, in a classroom at OSA. We are offering English 1B this spring, but the Sociology course fell through. English 1B will also be taught by a Peralta instructor on our campus.

This school year (2020-2021) we had 33 students from 11th and 12th grade enrolled in Statistics.

Two sections of College Level English 1A were offered last semester with 47 students enrolled. Some of these students had this course count as their full senior year of English. This semester, one section of English 1B is being offered, with 21 of the fall’s enrollees continuing on to earn 4 more transferable college units.

3. Online Instruction

At OSA, online instruction is used to help students recover credit, expand course selection options, and create individualized programs for students. OSA’s charter

requires that all graduates complete coursework that is UC A-G eligible. Although not preferable, we allow students to pass their courses with a minimum grade of “D”. We recognize that to be UC/CSU ready, students need to pass their courses with a grade of “C”. This is what we strive for through student support, however, we recognize that not all students have the intention of pursuing a UC degree after high school.

Students take Concurrent (Online) courses for many reasons. Some need to make up courses that they did not pass and would rather take the course online than repeat in the classroom. Often these are English or History courses and not, generally, Science. Some students take courses for ECC (Early College Credit). Some students would like to accelerate in Math. Others are interested in courses that we do not offer, including ASL, Japanese, and African-American History. Since we weave the State required Health course into our 9th grade Biology curriculum, students who transfer from other schools into 10th - 12th grade have sometimes missed that course and need to make it up. Other students plan to study abroad during high school and want to get ahead on their required coursework. Generally, students take these courses during their free period or after regular school hours.

Students can also enroll in Concurrent courses by accessing online A-G approved college courses via Peralta or Saddleback College, in Mission Viejo. We have approximately 10 students taking online courses.

Over the last few years, students have chosen to attend CyberHigh online. These courses are very affordable and count as coursework for entering community college or conservatories or obtaining a GED. However, we are phasing this option out since the courses are not proctored by a Staff member and, therefore, not A-G approved. Students have also completed course work through BYU, but that is a more expensive option. We have found that there are also other online options available which are more affordable and A-G approved.

([OSA Academic Counseling website](#))

4. Support Programs

OSA does receive Title I and Title II funds. We do not receive Title III funds because our EL population is very small. Title I funds are used to assist our school in meeting the educational goals of our low-income students. Our Title II funds are used to help our school recruit, prepare, train and develop teachers and school leaders. They are also used for participation in the TIP program for beginning teachers.

English Learners (EL)

OSA has a very low EL population. Currently, we have 5 EL students, all who list Spanish as their home language. Therefore, we do not receive any Title III funds. Our EL program is paid for with General Operating funds. Our development in supporting English Language Development has been slower than in other areas

as a result of this low population. The recruitment of EL students has been challenging but we are starting to see an increase in the EL population and are developing an EL program to support these students. At the moment, all of our EL students participate in regular classes.

Our EL Coordinator, with a .1 appointment, uses her time to focus on students' developing English language skills, guide their understanding of the curriculum and to reach out to parents. We do have a pull-out component to our program. Students meet with the Coordinator during third period on Mondays where she conducts a regular Zoom class. She plans lessons around the skills that the students need, but she also supports these skills through their coursework by keeping up with their teachers and their Google Classrooms.

Our main goal is to create a safe environment for our current EL students where they feel comfortable taking risks in their classes. We work to prepare them to exit from the EL program. Our EL students will take the ELPAC this spring. We do have an EL site plan and a designated EL support class in place.

[\(EL Site Plan \)](#)

Our 2018-2019 SARC report states that English Learners are .8% of our student population. All 12 of our EL students took the CAASPP test that year. 41.67% reached the "met or exceeded" level in both English Language Arts and Mathematics.

Data from the CA State Dashboard:

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	5.5 points above standard
No Data	No Data	Increased 4.5 Points Ⓢ
Number of Students: 3	Number of Students: 9	Number of Students: 342

LEARN MORE

English Learner Progress

All Students
State

Less than 11 students - data not displayed for privacy

View More Details →

Low Income/socioeconomically disadvantaged students (SED)

OSA is working diligently to encourage a wide range of students to apply for enrollment. Some students do arrive with a significant amount of arts training. However, we also offer a program to the Oakland community called “Step It Up” where students are offered weekly arts training before applying for admission. OSA offers prioritized admission for Step-it-Up graduates, ensuring that we have encouraged students from the entirety of Oakland to join our student body. In the future, Step It Up completers will be guaranteed admission to the school. OSA has a small, but growing SED population due to our Step It Up outreach program to local Title I schools. We also have a preference in admissions to pupils who reside in the elementary school attendance area where we are located (a Title I school), as well as those who attend Oakland elementary schools who fulfill our Charter School Facility Grant Program Free and Reduced Priced Meal requirement, by being a Title 1 school. Most recently, 13.8% of our students were designated as SED students.

OSA does receive Title 1 funds. Title I funds are used to assist our school in meeting the educational goals of our low-income students. Title I funds help with student support in a multitude of ways. Funds are used for classroom materials, tech needs, student transportation and supplies for students should the need arise.

Low income students are eligible for several supports at OSA such as free and reduced lunch and a fee waiver for SAT and ACT tests, AP tests and college application fees. In some cases we have covered the cost of Cyberhigh courses for recovering credits. During this time of Remote Teaching, we prioritized support of our SED students by offering and delivering both Chromebooks and WiFi hotspots to them. Our Counseling department sources college applications for students who would be the first in their family to attend college. They also assist with finding and filling out scholarship applications, college grants, FAFSA applications, and other funding opportunities for our low income students. In addition, we have a comprehensive student support structure called the Coordination of Services Team (COST). This structure is in place to support all students attending OSA. Because of the low numbers of students in all of our high needs groups, we find that this one structure helps us accurately and quickly identify each student's individual needs. As a school-wide support, the COST process allows a student privacy concerning their exact situation. COST is a 5-step process that begins when a teacher identifies a student who may need intervention. The teacher may have concerns about the student's academic performance, social emotional and behavioral state and/or health condition. The teacher fills out an online form, which is read by the COST lead, our assistant Principal. The COST lead then assembles a team that includes the teacher to meet and discuss the student fully and decide on the best way to support the student. The COST may be composed of special education teachers, intervention teachers, mental health therapists, speech therapists, school administrators, discipline deans, support specialists and coaches. The team decides on a plan of action which is implemented by key staff. The team schedules check-ins to monitor the student's progress and to determine if the implemented steps have been effective or need adjustment.

([COST Process](#))

Our SED students' performance on the most recent CAASPP tests indicate that the implementation of a Literacy Support class and a Math Lab have been beneficial.

CAASPP test results:

ELA - 5.1 points above standard, an increase of 21.9 points

Mathematics - 38.6 points below standard, an increase of 51.1 points
In addition, the Graduation rate for SED students is 92.3%, an increase of 1.4%.

Foster Youth

Although OSA has very few Foster Youth in the school population, we support the Foster Youth Education Rights Developed by the California Foster Youth Education Task Force. The number of Foster students is always under 1% of our school population. We count on our well-designed student support structure to support these students.

([Foster Youth Education Rights](#))

Migrant, Homeless and Indian education

We do not have any migrant or Indian (Native American) students at OSA. We do have transitional students. This year we have about 5 students in transition. Because many of them live with other families, they don't have a permanent address. Families in transition are welcome and encouraged to enroll at Oakland School for the Arts. The McKinney-Vento Homeless Assistance Act ensures educational rights and protections for children and youth experiencing homelessness. Unhoused youth and families are encouraged to contact our assistant principal for assistance with enrollment applications, referrals to services, access to technology, and other questions. OSA is making a direct commitment to prioritize enrollment for Oakland residents and students that participate in our Step It Up program. Preferences, particularly for those students who are enrolled in Title I schools, will be given in the lottery for this and other areas: successful completion of the Step It Up program and residing in Oakland, using OUSD's residence documentation standards, with provision for Families In Transition per the McKinney-Vento Homeless Assistance Act.

([Families in Transition](#))

5. Special Learning Needs

OSA has its own in-house special education department (SPED), with a SPED coordinator, three case managers, a psychologist and three para-professionals. Our program is administered by the El Dorado Special Education Local Plan Area (SELPA). OSA is committed to serving students with disabilities in the General Education environment. We offer a full inclusion program and do not have a SDC class. Students with IEPs access specialized academic instruction through a combination of different services, including push-in and pull-out support. The Education Specialists and the para-professionals provide weekly, scheduled push-in support in student's classes, as well as scheduled, weekly pull-out

services depending on student need. This may be with an individual student or small group instruction.. The Education Specialists closely collaborate with General Education teachers and administration to ensure implementation of students' accommodations, modifications, services, and supports. Education Specialists coordinate IEP meetings with teachers and parents, gathering pertinent information via survey before the meeting. A psychologist provides 1-1 counseling, group counseling, consultation and assessment services. Any needed additional services, such as Speech, are provided for students with Individualized Education Plans.

Our faculty participate in SPED training during Professional Development time, periodically, throughout the school year. Early in the year, the SPED department goes over SPED requirements and meets with teachers in small groups to discuss the students by grade level. Later in the year, the SPED team presents a topic to improve faculty understanding of students with disabilities. The SPED department encourages all teachers to have the mindset of a special education teacher, which means that the support structures that a teacher might provide for students with disabilities on assignments and assessments are extended to all students, where they have proven to be of great value.

Our SPED program is paid for by restricted funds designated specifically for Special Education. Mental health support for students with disabilities is funded through our ERMHS grant.

The SPED department has implemented new initiatives this year which include SPED office hours, where general education teachers can stop in and discuss issues involving their students with disabilities. The department also offers a newsletter that highlights both SPED information as well as student achievement. They are celebrating their students by honoring a "Student of the Month" and also, during Remote Teaching, to have "Student Show Offs" via ZOOM, to highlight a student with disability's artistic achievements.

([SPED Newsletter](#))

In our most recent LCAP report (2019-2020) we enumerate how OSA will support all students.

We support all of our students by using a data driven cycle of continuous improvement. We strive to identify early indicators and build respective intervention systems.

We use a variety of assessment tools, including the SRI, MDTP, and SBAC practice tests as both formative and summative data. We have also implemented a new schedule that allows access to students in need of specialized support.

Furthermore we are developing new classes (advisory and support time) and curriculum that is specifically designed to effectively address student needs. In addition, social/emotional support is being built into our new schedule as this area certainly impacts academic achievement.

Our counseling staff continues to grow and provide students with academic support, monitoring of academic progress, ensuring compliance with the minimum 2.5 GPA and 100% pass rate required for performance participation, and initiation of high level support to teachers and staff for students at risk. Counseling also sources college applications for first time college applicants, assists with finding and filling out scholarship applications, college grants, FAFSA applications, and other funding opportunities for our low income students. This team also supports credit recovery, dual enrollment for our students who are also taking college classes, academics support classes and other intervention.

Formative and summative assessments continue to be utilized by teachers, as well as technology such as Google Classroom.

These increased services will be supported by the following funds mentioned in our LCAP report: OSA will receive \$153,498 based on the enrollment of foster youth, English Learner and low-income students.

These implementations are in line with the goals in the schoolwide action plan that we put into place in 2014, revisited in 2017’s ACS WASC Interim report and have continued addressing since then.

Priority #2 of the ACS WASC Year 3 Interim report states

“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.

Summary of Steps taken (see full Interim Report for more details)

1. OSA will support students in math achievement with an after-school program, a middle school math lab and new CPM math curriculum.	We have a high school Math Lab class and have fully implemented the CPM math curriculum.
2. Incoming students will be assessed to determine what supports are needed.	We have given both a math and an ELA assessment to incoming students before Remote Teaching began.
3. OSA will explore an academic assessment approach that may include: benchmark assessments, skills-based exams, subject-specific expectations, arts emphasis goals.	All academic departments are using an assessment tool - Math is using the MDTP, ELA is using the SRI.
4. OSA will develop a comprehensive plan to address the socio-emotional needs of its students.	We have implemented the COST program.

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<p>5. Structures will be in place to ensure success in both the academics and the arts.</p>	<p>Academic teachers are given a calendar containing arts performance dates and give approval for student participation.</p>
<p>6. When benchmarks and other tests are determined, a remediation plan will be created for students who do not meet the expected levels.</p>	<p>Again, we have implemented the COST program.</p>
<p>7. OSA will develop a data study plan that supports the Common Core curriculum and demonstrated student need. A process for reporting data will be developed.</p>	<p>This has been a department led effort until this year. We are now looking at our data division wide (Middle School and High School)</p>
<p>8. OSA will reduce the achievement gap between groups that represent: ethnicity, disability status, subject area, economic status.</p>	<p>This is an ongoing effort - addressed throughout this report.</p>
<p>9. Using the RTI system currently in place, OSA will continue to identify and serve students with a range of needs, from academic to socio-emotional. The Coordination of Services (COST) team will lead this effort.</p>	<p>We have implemented the COST program.</p>
<p>10. OSA will serve students with special needs through Special Education, and RTI and 504 systems.</p>	<p>We have our own SPED department and counselors who administer our 504 program.</p>
<p>11. Student leadership groups will take an active role in helping fellow students through tutoring and mentorship.</p>	<p>Through our grant with BAWAR (Bay Area Women Against Rape) we have a student team who help deliver health lessons to students. Otherwise, peer mentoring has not been implemented yet.</p>
<p>12. OSA will explore the creation of an advisory system that would provide extended support for students.</p>	<p>Advisory is now in its second year.</p>

<p>13. A credit recovery system will be put into place to ensure high school students are on track to graduate.</p>	<p>The counseling department works closely with students to ensure that they will graduate, including helping them enroll in concurrent course work.</p>
<p>14. Middle school curriculum will be enriched to maximize “cored” subjects.</p>	<p>ELA and Math teachers have added curriculum that engages students in real-life situations.</p>
<p>15. OSA will continue to build its student support systems to possibly include a Wellness Center and health curriculum.</p>	<p>OSA has woven the health curriculum into 9th grade Biology. We also offer relationship awareness to all 7th graders through BAWAR presentations.</p>
<p>16. OSA will ensure that all students receive the appropriate level of challenge, specifically ensuring that advanced students receive differentiated curriculum.</p>	<p>Teachers learn about differentiated instruction through informal learning groups and attendance at professional development events.</p>

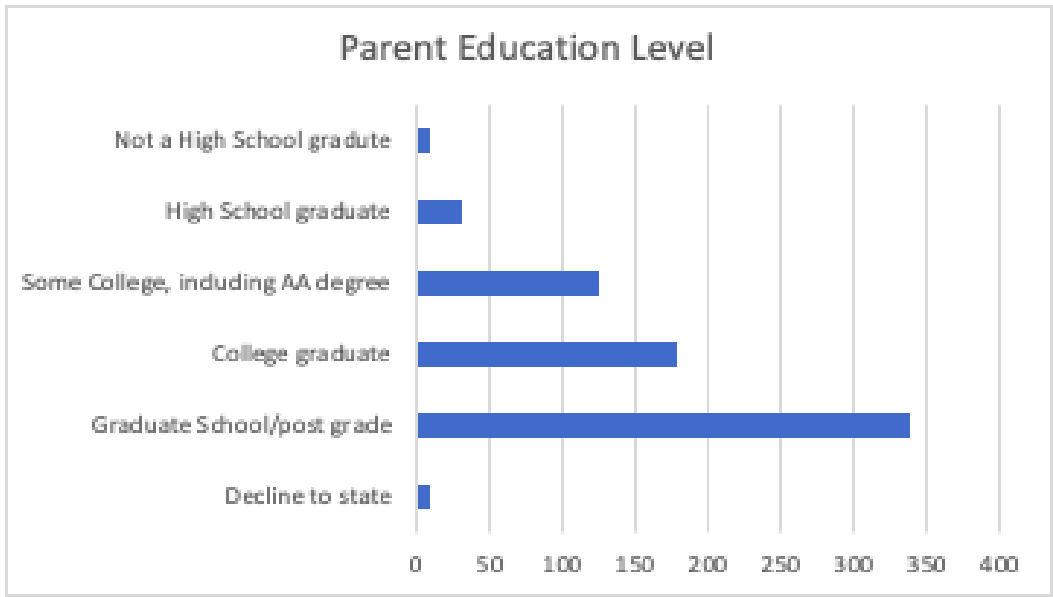
([2017 WASC Interim report](#))

C. Demographic Data

1. Socioeconomic status of the school

Parent education level

Parents of OSA students are highly educated, with a majority having a college degree and even graduate school experience.



Percent of eligible free and reduced lunch students

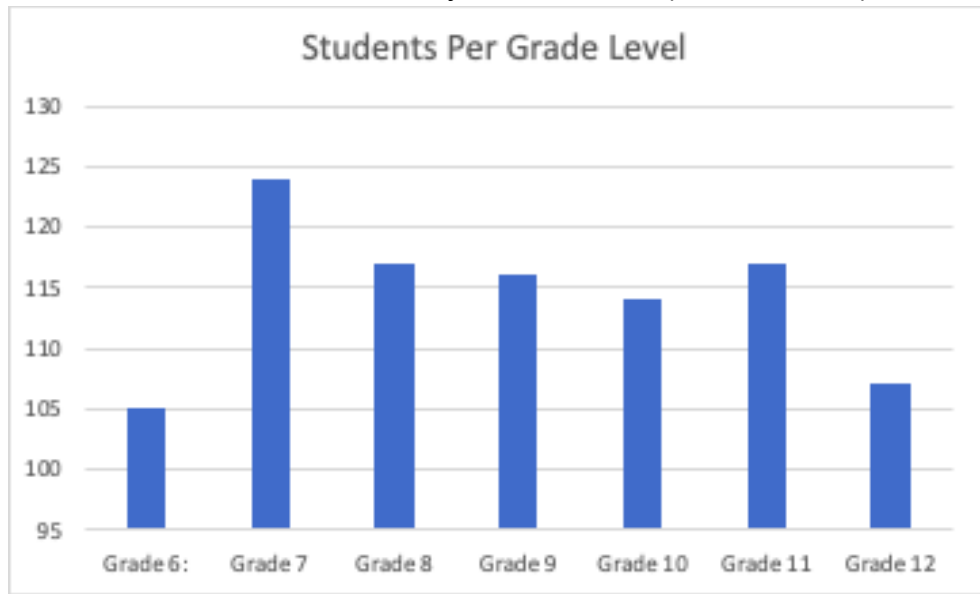
Students who qualify for free and reduced lunch make up 15% of our student population.

2. Student enrollment

Grade Level

OSA typically has around 115 students per grade. This number varies depending on the number of students who accept our offer after receiving their invitation to enroll.

Current Numbers of Students by Grade Level (as of 12/3/20)

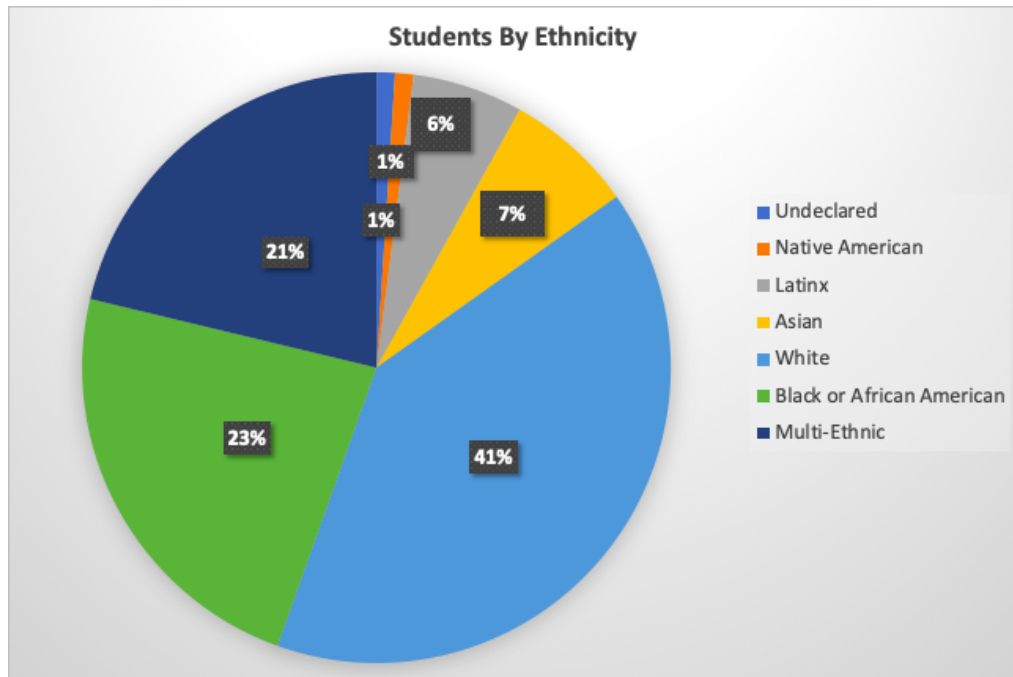


Gender

Currently, students at OSA identify as 65% female, 35% male and under 1% undeclared. Our student population is known for being welcoming to students who identify their gender in non-traditional ways, especially those who are questioning. As an open and inclusive community, we notice that although the percentage of males has increased slightly over the years, OSA would like to encourage enrollment by males and has investigated ways to better support our male students. We have a support group for interested boys to attend. We are also developing a variety of course offerings to encourage Oakland boys to enroll at our school.

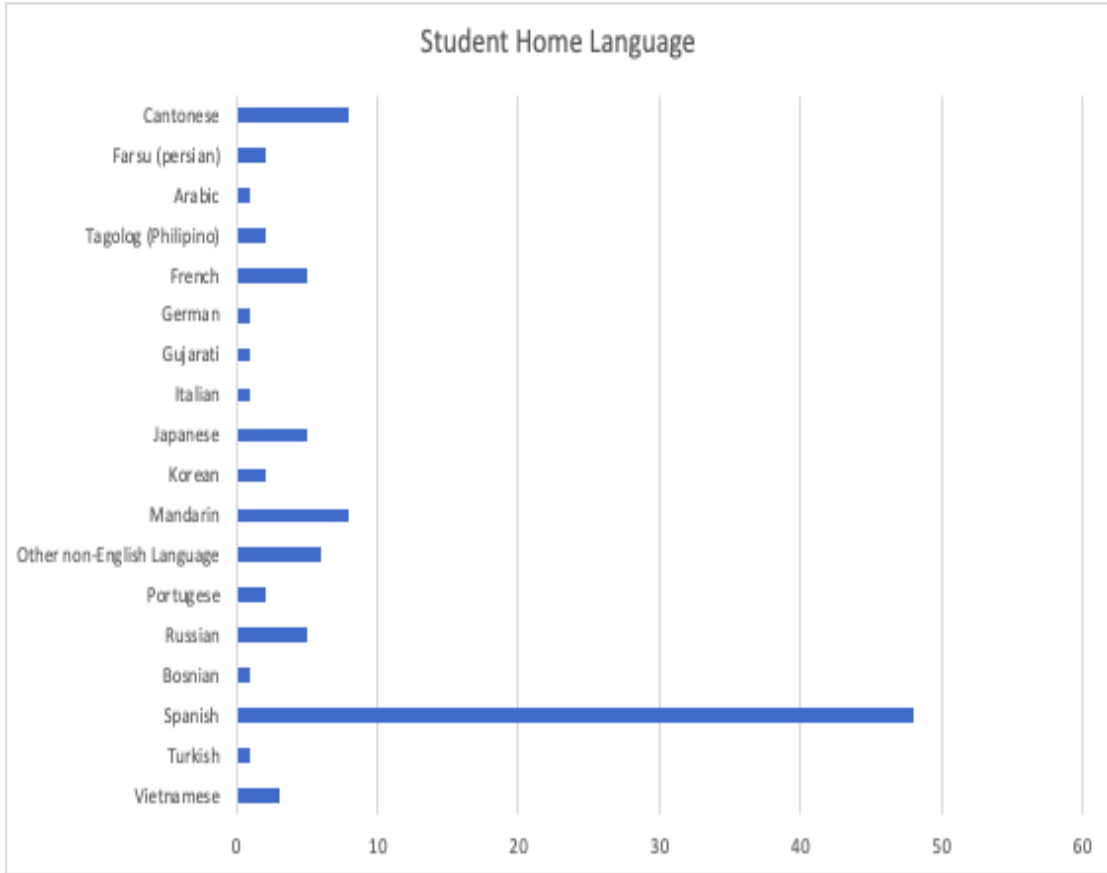
Ethnicity

The majority of students at OSA choose white as their ethnicity, followed by Black or African American and then Multi-ethnic. We also have smaller student groups who choose their ethnicity as Asian, Latinx, American Indian and Undeclared.



Predominant primary languages other than English

The main home language spoken, other than English, is Spanish. There are 16 other home languages spoken with less than 10 students in any one group.



Title 1

Currently, 13.8% of our students qualify as Title 1 students.

Special Needs and Other Focused Programs

We have 74 students with IEPs at OSA in grades 6 -12.

Grade Level # of SPED students

6th	17
7th	12
8th	8
9th	10
10th	9
11th	11

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12th	7
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In middle school we have 1 case manager and 2 paraeducators, in high school we have 2 case managers and 1 paraeducator. We have 69 students with 504's, grades 6-12. Our counseling team manages the accommodations for these students.

Grade Level	# of 504 students
6th	3
7th	4
8th	6
9th	11
10th	13
11th	15
12th	17

We currently have 10 students enrolled in a concurrent (online) course.

OSA students are invited to enroll in a College Support class. The class is offered to Seniors in the fall and Juniors in the spring. Last fall the class served 22 students, this spring there are 17. All students also receive College- and Career-readiness training through their participation in a Creative Learning Pathway and integration of CTE courses into the High School curriculum. ([College Support Classes](#))

We currently offer 6 AP courses. Our enrollment numbers for this school year (2020-2021) are:

AP Course Title	Number Enrolled
Calc AB	10
Calc BC	1
Music Theory	9

Psychology	25
Studio Art	13
APUSH	30

We currently offer 8 Honors courses. Our enrollment numbers for this school year (2020-2021) are:

Honors Course Title	Number Enrolled
Algebra II	19
Physics	27
English II	54
English III	64
Spanish II	29
Spanish III	21
Ethnic Studies	34
Pre-Calculus	38

3. Language Proficiency Numbers

As mentioned earlier, OSA has a very small population of EL students. However, we expect that number to grow as our outreach efforts expand.

English Learners (EL)

7 students are classified as EL, 5 in Middle School and 2 in High School. We expect that two of our Middle School students will soon be redesignated as Proficient. Our EL coordinator works with each student on a pull-out basis to support them in gaining English language skills as well as helping them understand the academic curriculum.

Fluent - English proficient (FEP)

47 students are classified as I-FEP. They all received this classification before they enrolled at OSA.

Redesignated FEP (R-FEP)

61 students at OSA are classified as R-FEP. All of them were reclassified before they enrolled at OSA, except for the two who took the ELPAC in 2018-2019.

English Language Proficiency Assessment for California (ELPAC)

2 students took the ELPAC in May of 2019 and both were reclassified as R-FEP. Last year, we did not have anyone needing to take the initial ELPAC in the fall, as all our incoming EL students had already been identified, and the spring testing was suspended due to COVID.

D. Data on Addressing the Eight State Priorities

1. LCFF Priority 1 - Basics (Teachers, Instructional Materials, Facilities)

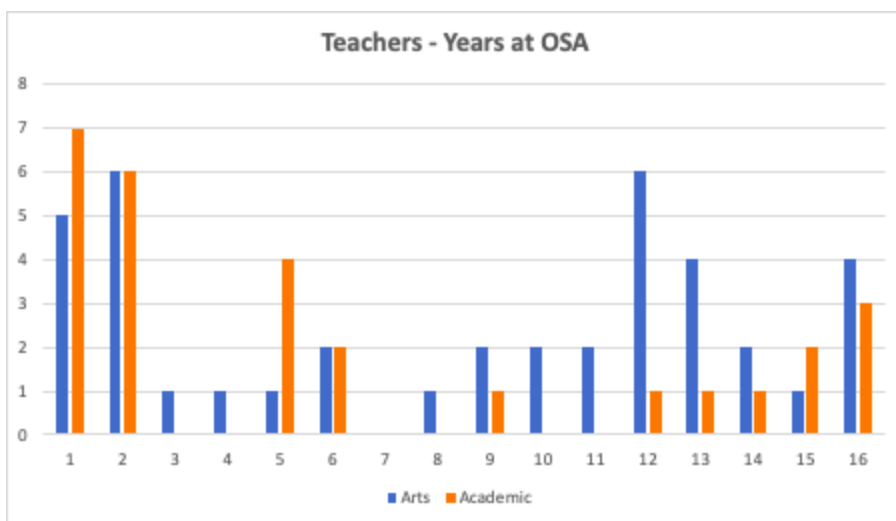
a. Teachers

OSA currently has 100 active staff members, made up of 68 faculty, 30 staff and 2 faculty/staff. Of our 68 faculty members, 31 are part time. Most of the part time faculty are arts teachers. OSA has 38 certificated employees, 8 are staff and 20 are faculty members. By 2025, our arts teachers will be required to have earned their CTE credential, if they do not already hold a Teaching Credential. At this time, 9 of our arts teachers have completed their CTE. OSA has two para-professionals working at the school supporting Special Education students.

b. Additional Teacher Qualifications

All of the credentialed teachers have met the requirements of ESEA for “highly qualified teachers”. Currently, none of OSA’s teachers are National Board Certified. All of the high school teachers, except two, are teaching in areas for which they are credentialed. One teacher is credentialed for and teaches Chemistry, but also teaches one section of Physics, for which she is not credentialed. One of our part-time teachers is multi-subject credentialed, but is teaching Spanish in high school. She has completed two of the required three subtests to earn her High School credential. In middle school, our 2 PE teachers are not credentialed, but do have “Certificates of Clearance”. Three of the middle school teachers are multi-subject credentialed, but teaching a single subject only.. None of OSA’s teachers have Short Term Staff Permits or Provisional Intern Permits. OSA Staff have achieved a high degree of education with 4% holding Doctorates and 75% holding Bachelor’s degrees or higher.

The following is a chart showing teacher longevity at OSA, ranging from teachers who have been at OSA for 16 years to the twelve teachers who started this year.



OSA currently has four teachers completing their second, and final, year of the TIP teacher mentorship program. One new teacher has decided to wait one year before starting the program. All of the Support Providers are OSA faculty members. Two of our administrators are in a 2 year Clear Credential for Administrators Program. Our School Principal is in his second year of the program and our Assistant Principal is in her first year.

In 2014, the ethnic make-up of our staff was 28% African-American, 6% Asian, 6% Latinx and 60% White. Currently, the ethnic make-up is 17% African-American, 7% Asian, 3% Latinx, 58% White, 11% Multi-Ethnic, and 5% Declined to State. OSA would like to see a more ethnically diverse staff. We are currently building connections with local teaching colleges to foster Student-Teacher relationships. We hope to create an applicant pool with a wider range of demographics - beyond those we are able to attract through EdJoin. We have attended Diversity-based Recruitment Fairs.

OSA staff generally has a high rate of daily attendance. During this time of remote teaching, there is very little absence occurring. OSA has one member of staff who can serve as a substitute. For most substitute needs, OSA contracts through a local agency called “Teachers On Reserve”. We have also used the “Education Team” and “School Professional Services”.

OSA staff is involved in professional development in a variety of ways. During a normal, in-school schedule, OSA students are dismissed two hours early every Wednesday so that all staff can meet in working groups. During remote-teaching,

OSA staff has continued holding professional development on Wednesday afternoons. A high percentage of our faculty and staff attend PD. Some weeks, staff meets in its entirety. On other weeks, staff meets in departments, grade levels or divisions (middle school, high school and arts). Professional development time has been spent working on WASC in both Home Groups and Focus Groups. We often host outside speakers and speakers from within different departments (Special Education, Technology). A focus for our Staff this year has been to address issues of Equity. We have had a consulting group called **Education4Equity Professional Development** leading us semi-monthly as we identify our individual understanding of equity and how to address issues of equity in the classroom. Earlier this year we had a presentation on “Bull’s Eye”, an app that our Administration uses to track teacher progress during observations. In addition, OSA teachers attend conferences and seminars to further deepen their skill and understanding in pedagogy and in their curriculum area. OSA Math teachers have attended events sponsored by CPM both at OSA and off site. ([WASC PD Data](#))

c. Instructional Materials

Our students have full access to instructional materials while at school and we are continuously replenishing and addressing at-home access and expanding our online materials. Department Chairs survey available texts that comply with current Standards, such as Common Core or Next Generation Science Standards. They provide recommendations to the Administration as to the publisher, version and projected numbers required for the next school year. The Board has approved the use of these materials:

Board Resolution 2021-008

The Board of Directors of Oakland School for the Arts recognizes the ongoing adherence to standards-based materials when appropriate by the teaching and administrative staff of Oakland School for the Arts and hereby adopts this resolution to verify that students at Oakland School for the Arts will continue to be instructed with the use of standards-based materials when appropriate, with the provision that not all subject areas taught at Oakland School for the Arts fall under or are governed by state standards.

([2020 SARC](#).)

d. School Facilities

OSA moved into the Fox Theater office complex in January 2009. The facility is safe, secure, clean and 100% functional. Academic classrooms and specialized

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arts spaces are appropriate for the activity within them and receive regular care and cleaning by the Janitorial and Facilities team.

OSA also operates an off-campus art gallery and utilizes public performance spaces for some of its productions, including The Fox Theater itself, a 2000-seat professional venue.

Periodically, there are leaking roof or air conditioning issues and the building's landlord works with OSA to solve the problems that occur. We have a full time Facilities Manager who oversees all building maintenance and improvements and ensures all standards are upheld.

High School Biology and Chemistry classes are conducted in rooms with sinks, eye wash stations and lab tables. All 9th graders take Biology, all 10th graders take Chemistry. Next year, all 11th graders will be enrolled in Physics class.

All chemicals are stored appropriately in the Chemistry classroom. Science Laboratory equipment for grades 9-12 consist of up-to-date regular lab supplies for smaller, more scaled-down labs, with enough equipment for every student to fully participate.

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC needs to be updated to comply with COVID regulations and conversations are in progress with the property manager
Interior: Interior Surfaces	Good	Interior is actually excellent. The Facilities Manager has painted all the common areas in the main building
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Good	

([2020 SARC](#))

2. LCFF Priority 2 - Implementation of Academic Standards

This standard has been met.

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Oakland School for the Arts has adopted curriculum in all core content areas that is state standard aligned. In addition to the curriculum, each academic department has identified key anchor standards to track student progress both vertically and horizontally. Assessments have been designated to track progress in these areas, including the SRI (Scholastic Reading Inventory) in English Language Arts and the MDTP (Mathematics Diagnostics Testing Project) in our math classes. Our arts departments are all working to be CTE aligned with the goal to have all students be CTE completers upon graduation. Key members of our faculty regularly attend training and conferences that focus on CTE development and we are developing a board of industry experts with whom we will meet twice annually to ensure our artistic programs are industry aligned and relevant. Each of these progress tracking tools supports our mission to prepare all of our graduates for both college and industry.

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
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English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
---	-----------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
---	---------------------

Next Generation Science Standards

4	Full Implementation
---	---------------------

History - Social Science

4	Full Implementation
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Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
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English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
----------	-----------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
----------	---------------------

Next Generation Science Standards

4	Full Implementation
----------	---------------------

History - Social Science

4	Full Implementation
----------	---------------------

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation
----------	---------------------

English Language Development (Aligned to English Language Arts Standards)

2	Beginning Development
----------	-----------------------

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation
----------	---------------------

Next Generation Science Standards

4	Full Implementation
----------	---------------------

History - Social Science

4	Full Implementation
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Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

4 Full Implementation

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

3 Initial Implementation

Visual and Performing Arts

5 Full Implementation And Sustainability

World Language

4 Full Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation

Identifying the professional learning needs of individual teachers

4 Full Implementation

Providing support for teachers on the standards they have not yet mastered

3 Initial Implementation

Our development in supporting English Language Development has been slower than in other areas as a result of our low EL population. The recruitment of EL students has been challenging but we are starting to see an increase in EL population and are developing an EL program to support these students. We have an EL site plan and a designated EL support class in place.

(from [California State Dashboard](#))

3. LCFF Priority 3 - Parent Engagement

Parent involvement at OSA is purposeful and robust. Parent volunteers form teams of event planners, fundraisers and departmental liaisons, usually as part of the arts departments of their children, and there is extensive parent activity on show nights and during other departmental events. OSA has developed a

volunteer database, called OSA Connects, where more than two hundred parents have offered their skills to the school.

When we started our pathway development, a team composed of students, parents, industry partners, teachers, and administrators met regularly to focus on the development of the program, soliciting the viewpoints of all stakeholders. In addition, each arts emphasis area has its own parent leadership structure. Departmental boards manage finances, support events, build stages and gallery environments, and in general, form the backbone of these busy, fast-moving departments.

In addition to serving a vital role as volunteers, OSA parents organize themselves as a collective voice to represent their children's interests as key stakeholders in the shared governance of the school. The Alliance of Parents and Teachers (APT) is the longest running and largest parent organization at OSA and the only one that is an independent 501 c3 not-for-profit corporation. APT hosts the only online interactive discussion platform for parents via Konstella. The group holds monthly meetings, has its own officers and Board of Directors, and organizes events and activities that support teachers and the overall mission of the school. APT parents produce a monthly newsletter highlighting resources for families of students with disabilities, BIPOC students and LGBTQ+ students; features about school programs and events; and reports of parent engagement in the shared governance of the school. There will be three voting seats on the OSA Board of Directors for parents of current OSA students to become Directors on the OSA governing board, who will adhere to the job description for the role. The parent representatives will be nominated by the APT Board and presented to the OSA Board of Directors for final membership approval. There will be one nonvoting student representative elected by the OSA student body. The APT has identified equity issues at the school as their top priority for the 2020-21 school year, and is actively working to advance equity with the APT-affiliated Parents of Color (POC) group and the Parents of Students with Disabilities (PODS) group. An Anti-Racist Education & Activism Parent group has also formed this year among OSA parents. Through their collective, independent organizing, OSA parents pushed for expanded equity measures, formal parent representation on the OSA board, and greater transparency—all of this incorporated in OSA's most recent successful charter renewal and implemented by the school.

OSA has conducted a range of stakeholder meetings throughout the year. There are monthly parent meetings, informational coffees with different members of OSA leadership, individual appointments, departmental meetings in which

parents serve as Board members for art departments, and community meetings throughout the city and at different times of the year -- OSA is a place of high parent involvement and community input. Responding to parent concerns about timely access to key information, we have focused - and will continue to focus - on greater transparency to our families.

Our leadership teams have held presentations and open Q&A sessions about our Strategic Plan as well as School Finances, and greater parent involvement has been sought via informational sessions about our Dashboard and SBAC scores. Although, as a charter school, we are not required to have a parent LCAP committee, we have done outreach and offered parent information sessions to gather as much input as possible.

Stakeholders have had access to standardized test score presentations, attendance rates, budget information, departmental staffing information, and the potential cost of new facilities, all of which have been presented at APT and OSA Board meetings. Additionally, financial and budgeting information, as well as academic metrics, were made available at the September "State of the School" address, an annual event that kicks off each year with the data necessary to inform our decisions.

As a result of many of these meetings we are now seeing increased parent interest in fundraising. Board members and the advancement team have held public meetings with parents and students to hear ideas and solicit support. Going forward, we anticipate a greatly increased level of parent involvement in these critical efforts.

4. LCFF Priority 4 - Performance on Standardized Tests

a. Results from the CAASPP test

Number of students who participated:

Grade	ELA - Numbers testing	Math - Numbers testing
6th	89	87
7th	91	92
8th	107	109
11th	95	96

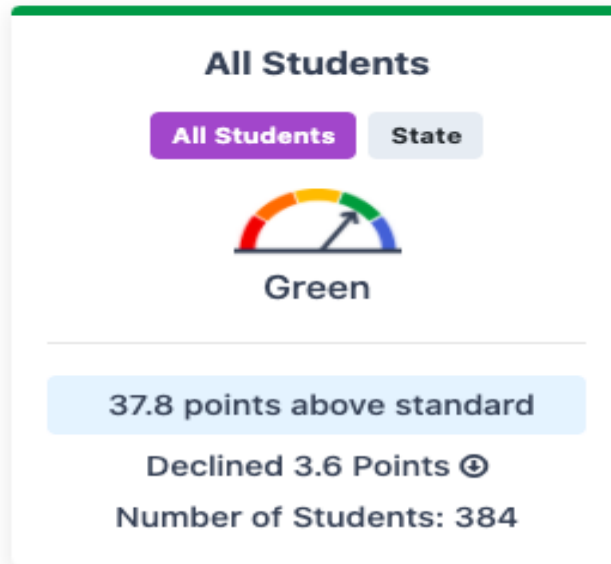
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TOTALS	382	384
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Percentage of students who participated by student group:

Group Name	ELA	Math
All Students	95	96
English Learner	100	100
Foster Youth		
Homeless Youth	100	100
Socioeconomically Disadvantaged	90	93
Student with Disabilities	87	87
2 or More Races	93	94
African American	99	99
American Indian	50	50
Asian	95	95
Filipino		
Hispanic/Latino	92	94
Pacific Islander	100	100
White	96	97

English Language Arts



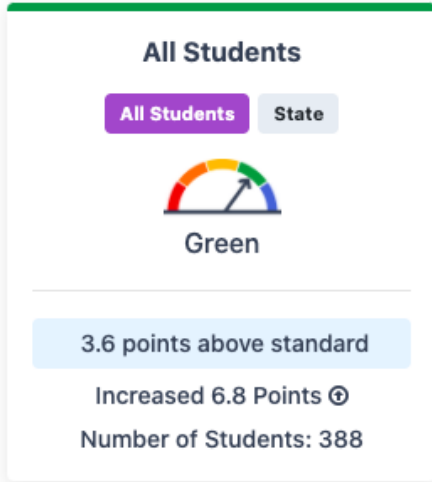
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	African-American	Socio-economically Disadvantaged	Two or More Races	White	Hispanic	Asian	Students with Disabilities	English Learners
Number of Students	65	57	70	128	69	17	26	12
Distance from Standard in Points	-27.1	5.1	56.5	65.4	10.1	69.1	-88.2	-25.3
Change from previous year in Points	2.1	21.9	-18.3	-0.6	19.6	-18.1	23.2	5

Highlight color indicates performance category from the California School Dashboard results. No performance categories were available for non-highlighted groups. Other student groups with too few students to display performance percentages (for reasons of privacy):

Pacific Islander	Homeless	American Indian	Filipino	Foster Youth
-------------------------	-----------------	------------------------	-----------------	---------------------

Mathematics:



	<u>African-American</u>	<u>Socio-economically Disadvantaged</u>	<u>Two or More Races</u>	<u>White</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Students with Disabilities</u>	<u>English Learners</u>
Number of Students	65	59	71	129	70	17	26	12
Distance from Standard in Points	-74.2	-38.6	18.6	45.5	-37	56.2	-132.2	-42.4
Change from previous year in Points	19.4	51.1	-12.3	17.7	1	13.7	19.7	42.4

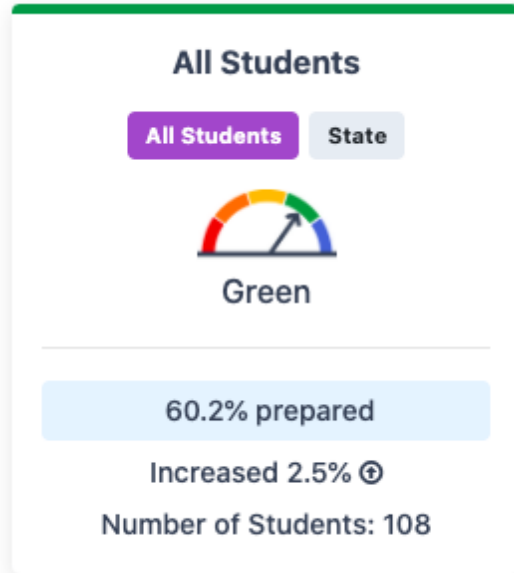
Highlight color indicates performance category from the California School Dashboard results. No performance categories were available for non-highlighted groups.

Other student groups with too few students to display performance percentages (for reasons of privacy):

<u>Pacific Islander</u>	<u>Homeless</u>	<u>American Indian</u>	<u>Filipino</u>	<u>Foster Youth</u>
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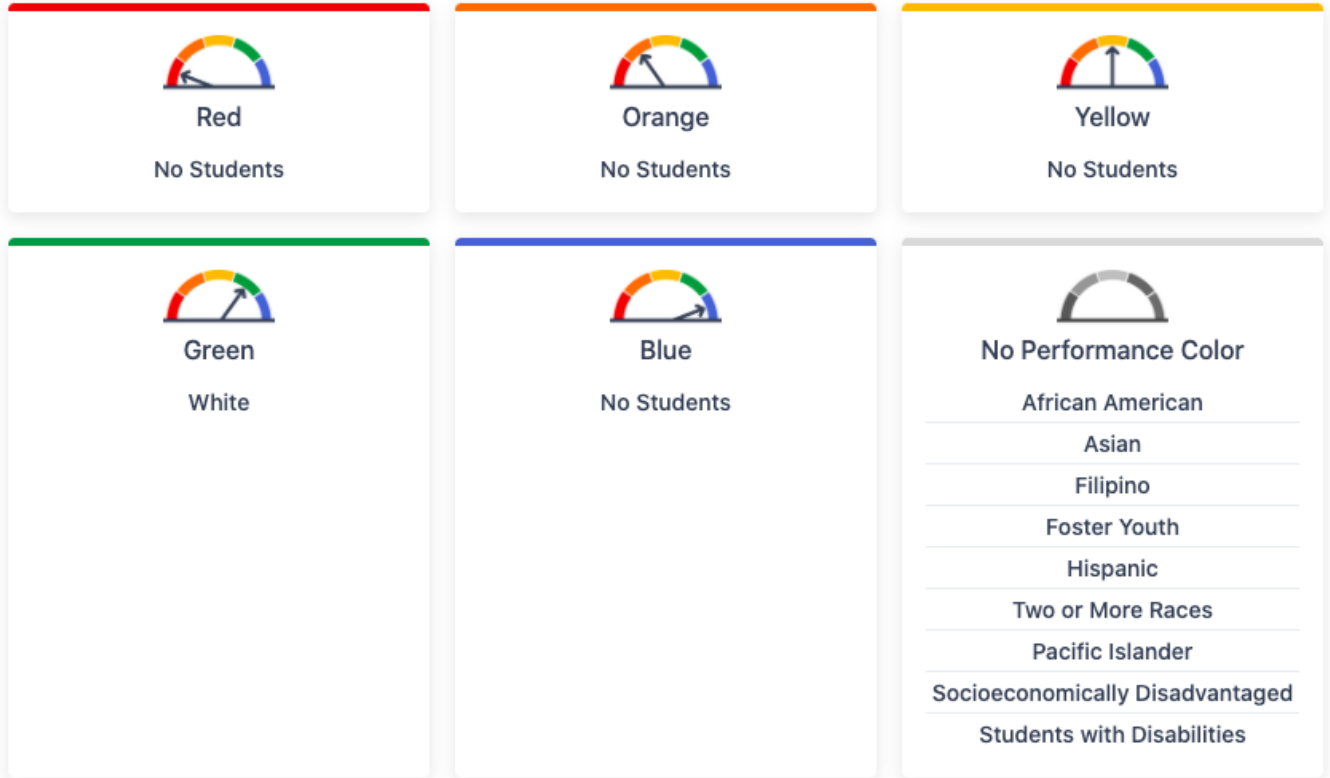
b. Students in College and Career Indicator:

All Students:



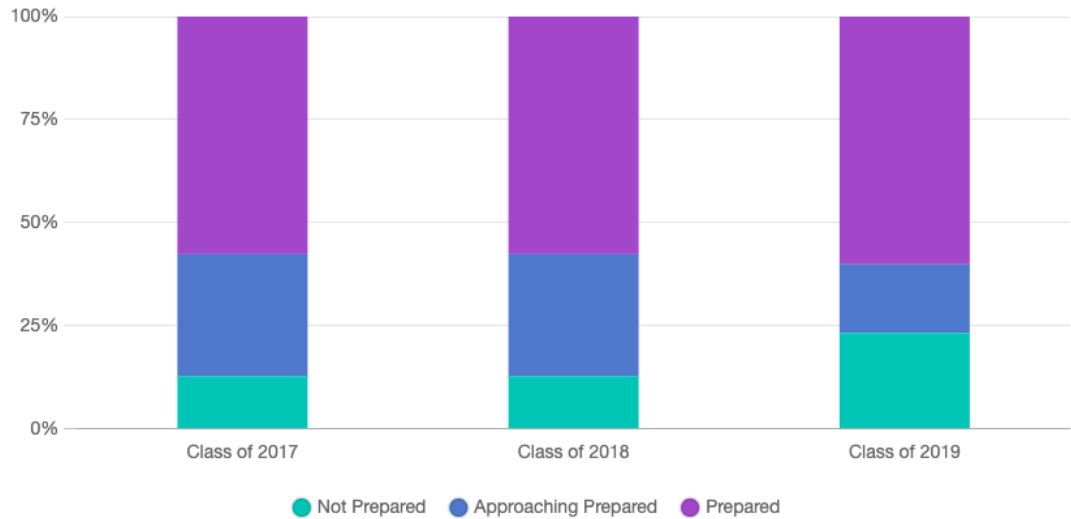
Student Groups Details:

Oakland School for the Arts ACS WASC/CDE Self-Study Report



College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



We expect to see our number of prepared students rise as we incorporate CTE into our curriculum and more students are CTE completers.

c. SAT and ACT results and EAP for the CSU

SAT scores are summarized in the attached document.

[SAT Score Summary](#)

ACT Results: Percent of Students Who Met College Readiness Benchmarks											
Graduating Class	# of Students Tested	English		Math		Reading		Science		Met All Four	
		OSA	State	OSA	State	OSA	State	OSA	State	OSA	State
2019	33	88	73	46	55	83	57	67	46	43	38
2020	24	88	72	42	53	70	56	52	46	39	37
Average ACT Scores											
		English		Math		Reading		Science		Composite	
		OSA	State	OSA	State	OSA	State	OSA	State	OSA	State
2019	33	26.2	22.5	21.5	22.7	27.2	23.1	22.9	22.2	24.6	22.8
2020	24	25.2	22.5	21.2	22.5	25.5	23.0	22.7	22.1	23.8	22.7

OSA did not have any students take the EAP exam.

d. Advanced Placement Classes

We used to offer 7 different AP courses at OSA, including two calculus courses, a language course, music theory, psychology, studio art and US History.

In each course the teacher was responsible for maintaining course approval. The following table shows the enrollment numbers for each course, percentage of students taking the test and the test results.

AP Course Title	Number Enrolled	Number testing	Percentage Testing	2019 Pass Rate	2020 Pass Rate	2020 Average Score
Calc AB	9	3	33.3%	75%	100%	4.5
Calc BC	2	2	100%	NA	100%	5

Oakland School for the Arts ACS WASC/CDE Self-Study Report

Lang	55	52	94.5%	68%	74%	3.12
Music Theory	8	9	112.5%	100%	87.5%	4.25
Psychology	23	20	86.9%	100%	100%	4.26
Studio Art	11	2	18%	100%	100%	4.5
APUSH	22	22	100%	100%	63.6%	2.91

This year we are offering 6 different AP courses. We are no longer offering the AP English Language and Composition course, partly due to the barrier of the test and the fact that many schools are no longer accepting AP credit. We are encouraging concurrent enrollment for college credit and offering honors as challenge classes. Here are the 20-21 courses and the number enrolled.

AP Course Title	Number Enrolled
Calc AB	10
Calc BC	1
Music Theory	9
Psychology	25
Studio Art	13
APUSH	30

e. English Learner Proficiency

Our 2018-2019 SARC report states that English Learners are .8% of our student population. All 12 of our EL students took the CAASPP test that year. 41.67% reached the met or exceeded level in both English Language Arts and Mathematics.

([2019 SARC](#))

Data from the CA State Dashboard:

English Language Arts Data Comparisons: English Learners

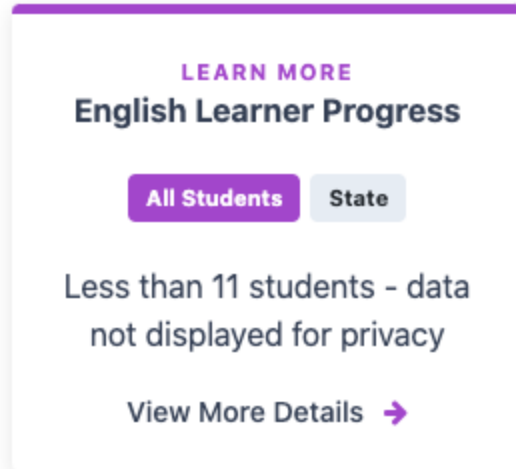
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.





Current Status of English Learners (EL)

7 students are currently classified as English Learners, 5 in Middle School and 2 in High School. We expect that two of our Middle School students will soon be redesignated as Proficient.

Fluent - English proficient (FEP)

47 students are classified as I-FEP. They all received this classification before they enrolled at OSA.

Redesignated FEP (R-FEP)

61 students at OSA are classified as R-FEP. All of them were reclassified before they enrolled at OSA, except for the two who took the ELPAC in 2018-2019.

English Language Proficiency Assessment for California (ELPAC)

2 students took the ELPAC in May of 2019 and both were reclassified as R-FEP. Last year, we did not have anyone needing to take the initial ELPAC in the fall, as all our incoming EL students had already been identified, and the spring testing was suspended due to COVID.

f. Other local assessments -

Our department chairs have collaborated with our principal to establish internal assessments and progress monitoring systems with the goal of establishing effective early intervention systems based on identifying barriers to academic success. Though the main focus is on math and ELA, all five of our academic departments have established metrics and regularly engage their departments in this process. This practice has been increasingly valuable as we moved into remote learning where learning needs have accelerated and state testing was paused.

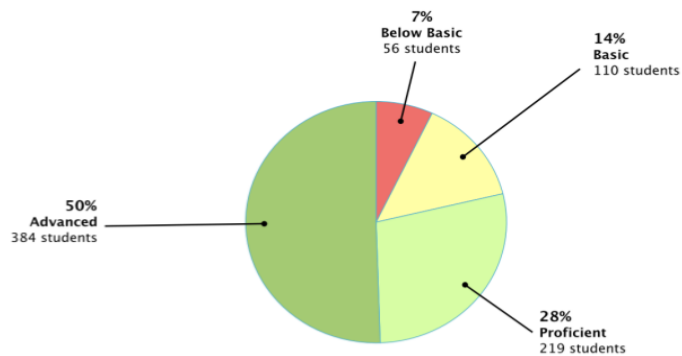
ELA Assessment

At OSA we use the Scholastic Reading Inventory (SRI) to measure student reading performance. The SRI is given 3 times per year, once in the fall, mid-year in January and then again in the spring. This assessment is used to measure student growth in reading and to highlight which students may need additional help. We have a Literacy Support class for students in middle school whose reading levels indicate that they need additional support in reading. In the Literacy Support class, students practice individual and group reading comprehension and other skills via IXL (a personalized learning program). They are also involved in group creative writing projects to build writing (and other) skills in a fun way. We plan to incorporate a Literacy Support class for high school students in the next school year.

2020-21 All Grades (769 Students)

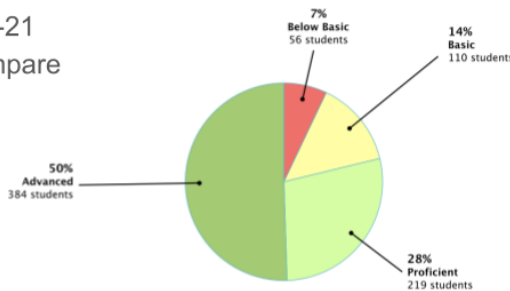
This chart shows the breakdown of OSA's most recent test scores into four bands of proficiency.

Note: We are still waiting for 64 students to complete the Fall 2020 SRI test. However, we have prior data for 41 of those 64 students. This prior data is included in this chart.

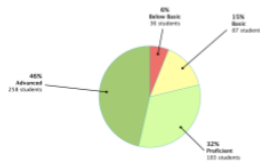


These charts show how the 2020-21 baselines compare to prior years.

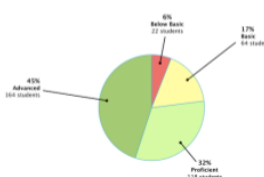
2020-21



2019-20



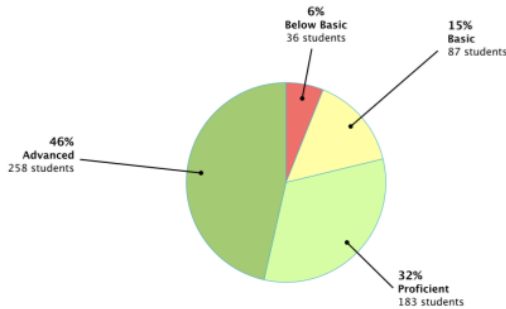
2018-19



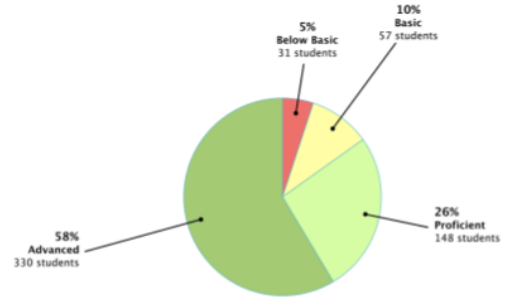
These charts show the growth made by current students who were enrolled at OSA during the 2019-20 school year. Class of 2020 is not included in this data.

2019-20 Growth

September 2019



June 2019



Here is the current (January 2021) demographic breakdown of the SRI levels.

Demographic Proficiency Report

Oakland School for the Arts (6-12) (757 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD			
Asian	51	18%	24%	59%	
Black/African American	172	13%	22%	30%	35%
Economically Disadvantaged	114	15%	14%	33%	38%
Female	491	5%	11%	26%	57%
Hispanic	30	7%	23%	27%	43%
Male	258	10%	14%	25%	51%
Students with Disabilities	36	28%	22%	22%	28%
Two or More Races	111	10%	11%	32%	47%
White/Caucasian	368	4%	6%	21%	68%

Demographic categories with sample sizes of less than 10 have been removed from this chart. Those categories are American Indian/Alaskan Native (4), Gifted and Talented (0), Limited English Proficiency (5), Migrant (0), Pacific Islander (8).

Math Assessment

OSA uses the Mathematics Diagnostic Testing Project (MDTP) assessment tool to evaluate student mathematical competency. MDTP achieves its purpose by

developing diagnostic assessments aligned to the Common Core State Standards (CCSS) and supplying these tools to secondary schools in California free of charge. The student reports indicate areas in which students did well and those areas in which the test results suggest a need for further study in order to be prepared for future coursework. The summary reports have been used by teachers to help identify areas of the curriculum that seem to be working well and other areas or topics where changes may be needed.

This assessment is administered twice a year. It is designed to gauge student readiness for the upcoming school year's curriculum as well as place incoming middle-school students in the appropriate math class. It is also used to:

- Understand collective areas of strength and weakness to help focus our curriculum
- Look at individual student understanding, and place eligible students into Math Support classes
- Measure growth over the year (we give it toward the beginning of the year and the end of the year)

After administering the MDTP, the scores are analyzed by comparing them to an index that is calculated as follows:

1. TEST AVERAGE = Average All Test Scores for Specific Test
2. GROUP INDEX PER TEST = Group Average for test / TEST AVERAGE
3. SCHOOLWIDE GROUP INDEX = Weighted average of GROUP INDEX across tests

Example: Algebra 1 Readiness Test, average score for all test takers 40.3%

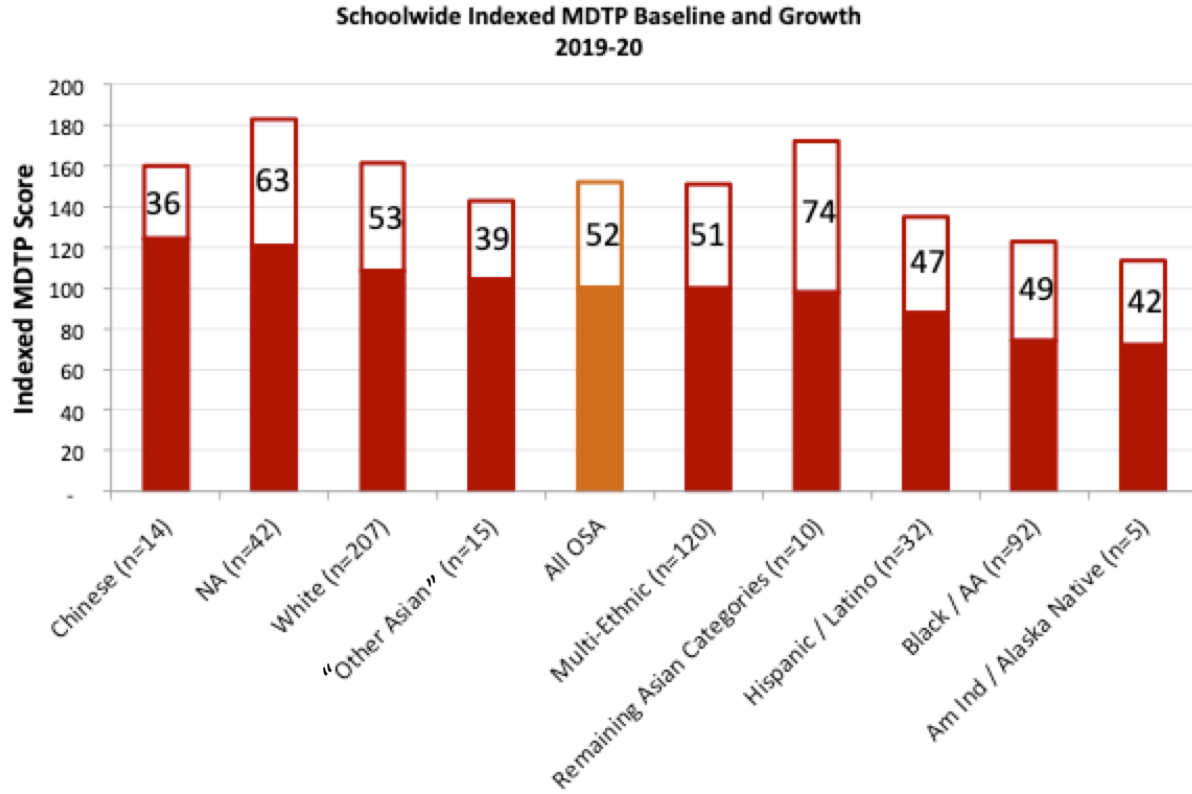
“Hispanic/Latino” A1 Readiness Test average score: 33.8%

Algebra 1 Readiness INDEX: $33.8/40.3 = 0.84$ or 84%

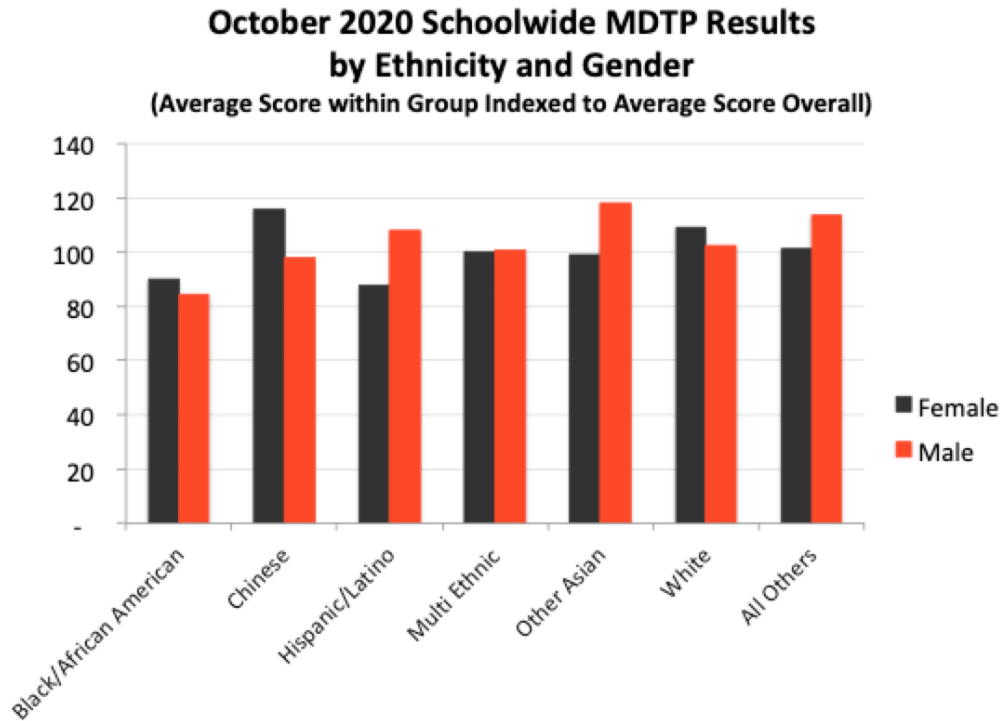
Overall Group Index = weighted average of all indices

This chart shows results for the entire school for the 2019-2020 school year. Based on the indexed school-wide average (orange band in the center of the chart), the subgroups, with population size indicated by “n”, are shown as a solid red bar for the beginning indexed average compared to the all-school average, and the white, numbered bar indicating the amount of growth during the school year.

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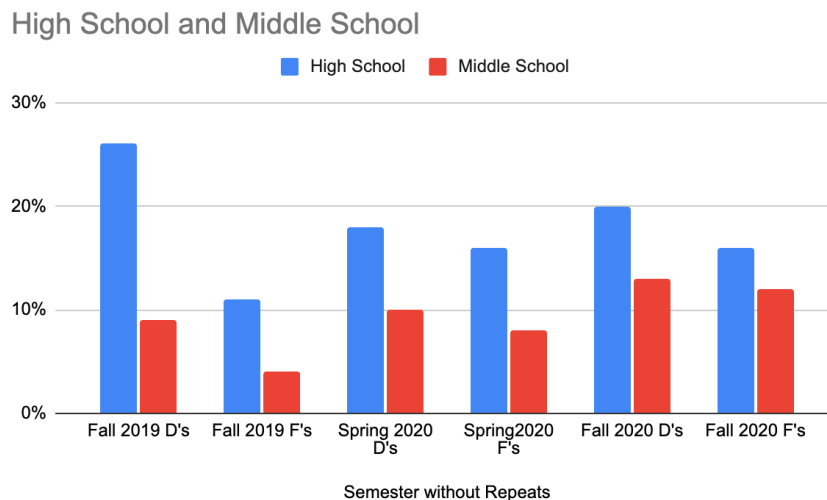


This chart shows the results, by gender, of the students who took the assessment last fall (2020). Note that the assessment was administered as our school was in remote learning mode.



This graph will be compared to the assessment that will be given this spring (2021) to gauge student growth in math over the school year.

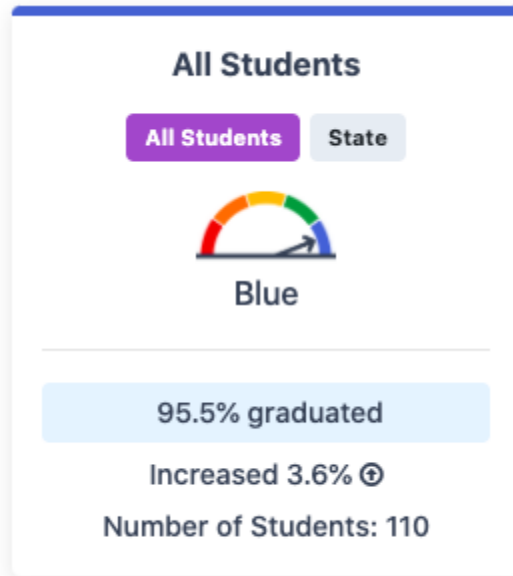
Report card analysis - D's and F's for last 3 semesters



When the grades were analyzed after the Fall 2019 semester, it was evident that certain students needed additional tracking. Students with D's and F's were put on Student Support Team alert and communications about available support were sent home to parents. The Student Support team set up study periods and

additional tutoring help for these identified students. It can be seen that in the Spring of 2020 the number of students with one or more “D’s” dropped, even as students attended school remotely.

5. LCFF Priority 5 - Pupil Engagement
a. Graduation rate



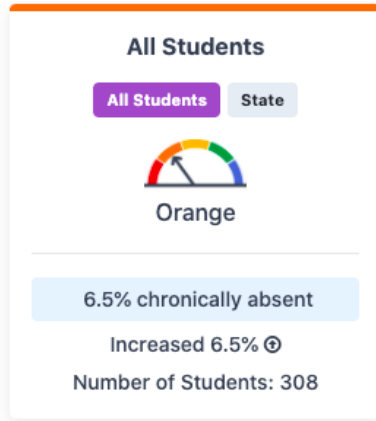
Graduation Rates for Student Groups:

	African-American	Hispanic	Two or More Races	Socio-economically Disadvantaged
Number of Students	19	19	15	26
Percent graduated	94.7%	94.7%	93.3%	92.3%
Change from previous year	-5.3%	+33.2%	-1.4%	+1.4%

Other student groups with too few students to display performance percentages (for reasons of privacy):

Asian	Filipino	Foster Youth	Pacific Islander
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b. Chronic absenteeism for Middle School, grades 6-8:



Chronic Absenteeism Rates for Student Groups, grades 6-8:

	African - American	Socio - economically Disadvantaged	Two or More Races	White	Hispanic	Students with Disabilities
Number of Students	53	47	87	100	57	22
Percent chronically absent	15.1%	12.8%	5.7%	6.0%	0.0%	9.1%
Change from previous year	15.1%	12.8%	5.7%	6.0%	0.0%	9.1%

This was the first year that records of chronic absenteeism were entered into the Ca State Dashboard.

Other student groups with too few students to display performance percentages (for reasons of privacy):

Asian	Filipino	Foster Youth	Pacific Islander
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c. Dropout rate for middle and high school

Dropout rate for High School, 2015 - 2018

Indicator	School 2015-16	School 2016-17	School 2017-18
Dropout Rate	0	0.9	4.5

Any students who leave OSA during middle school are typically transferring to a different middle school.

d. Average daily rate of attendance

Our overall rate of attendance, while in remote learning mode, for the 2020-2021 school year is 98.21%. For our current quarter (Quarter 3) our average daily rate of attendance for the high school is 97.4% and for the middle school is 99%.

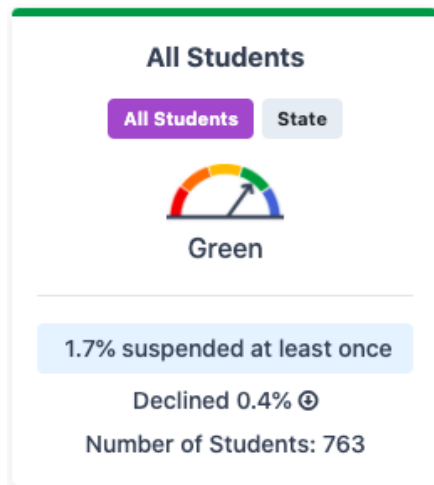
e. Other local survey data

According to the Student Survey given in the Spring of 2020, 68% of students strongly agreed or agreed that their academic teachers create and maintain focused, engaged classroom environments. According to the Student Survey given in the Spring of 2020, 83% of students strongly agreed or agreed that their arts teachers create and maintain focused, engaged classroom environments.

According to the Parent Survey given in the Spring of 2020, 77% of parents strongly agreed or agreed that their student’s classes were engaging. 85% of Parents felt that engagement would be enhanced by integrating art into academic classes.

6. LCFF Priority 6 - School Climate

a. Suspension rate



Suspension Rate for Student Groups:

	African-American	SED*	Two or More Races	White	Hispanic	Asian	Students with Disabilities
Number of Students	130	113	187	264	128	44	63
Suspended at least once	3.1%%	4.4%	2.1%	1.5%	0.8%	0.0%	3.2%
Change from previous	0.1%	-0.3%	1.1%	-0.9%	-2.0%	0.0%	-4%

Oakland School for the Arts ACS WASC/CDE Self-Study Report

year							
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* SED - Socio-economically Disadvantaged

b. California Healthy Kids survey, School Conditions and Climate Survey

OSA does not administer the California Healthy Kids survey as we survey students with a self-designed tool that measures many different aspects of student perspective on OSA, including school conditions and climate.

Student Experience of OSA

Students at OSA greatly appreciate the diversity they find there.

Students are less clear about how well-behaved other students are. They do not always see consistency among teachers when dealing with students who are off task. Students do not always appear to be respectful of each other, adults or the facility.

Students feel that many students do not arrive at school alert and rested, they are not motivated to learn and do not work towards creating a positive school climate.

The majority of students have not observed alcohol or drug use at OSA, harassment based on race, ethnicity, or sexual identity. They have not observed theft or cyberbullying.

It is more likely that they have observed physical fighting, inappropriate use of technology, lack of respect for staff, peer pressure or bullying, cutting classes and depression or other mental health issues. Most likely is observing nicotine use. When responding on a personal level, students have engaged in disruptive behavior, depression or other mental health issues and cutting classes or being truant.

Students feel that it is easy to make friends and many feel close to other students. They do see that some students form cliques, but they do not generally feel intimidated by other students. They do not always experience older students serving as positive role models.

Although many agreed that their transition from middle school to high school was smooth, some felt that they were not academically prepared for high school.

Students feel strongly that they are proud and happy to be at OSA. They feel as if they are part of the school and make a positive contribution to the culture. They are committed to their art and have opportunities for work-based learning.

Students are less clear about their awareness of school activities and events. They do not strongly feel like they have an influential voice. They don't see many opportunities to take advanced or specialized courses. They do not feel strongly that school culture has improved during their time at OSA.

Half of the students surveyed have considered leaving OSA to be homeschooled, to participate in sports, because they didn't find friends, the curriculum was not academic enough or it was too hard, or they just didn't like OSA. However, those who stayed did so because of parental persuasion, they decided they liked being at OSA, OSA offered the grades they will need for college, they weren't accepted into their transfer school, or it was just too hard to arrange a transfer.

c. Expulsion rate

OSA had 1 expulsion during the 2018-2019 school year. An expulsion hearing was held for a student who had caused great bodily harm. The OSA Board put the student on a Suspended Expulsion contract. However, the Suspended Expulsion contract was violated and the student was expelled.

d. Discipline referrals

Our online grading and attendance program, PowerSchool, allows teachers to submit Log Entries detailing student behavior issues. These are collected and analyzed by our Assistant Principal and Dean of Students. Issues that are reported range from simple notes about minor disruptions to serious behavior issues. The more serious issues result in a conversation with the administration, conferences with parents and, possibly, performing community service for the school. Our school is very invested in Restorative Justice principles, so the conversations are generally not punitive and accusatory, but focused on addressing and alleviating the cause of the student behavior. In looking at the log reports from the last school year up through February of 2021, the most often reported incidents were:

Walking out of class	Disrespectful
After school conflict	Eating in Class
Altercation	Gone too Long on Break
Bathroom vandalism	Hate Speech
Blurt outs	Improper Computer Use
Bullying	Leaving Class
Cheating	Possession of Vape Pen
Cutting Class	Sleeping in Class
Conflict with Others	Skipping Class

Defiant	
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e. Student participation in co- and extra- curricular activities

OSA holds 25 different student enrichment meetings. Some of these are clubs offering topics from the environment (Green Team) to literature (Harry Potter series); some are affinity groups for ethnicity, gender identity, etc. (Asian Pacific Islander Student Union, Black Student Union, Latinos Unidos, Women of Color,).

([OSA Student Clubs Schedule](#))

f. Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

The student culture survey from 2019-2020, given to both Middle School and High School students, indicates that students feel safe at the school and connected to the school community.

Middle School Responses:

Student Culture Survey 2019-2020

SurveyMonkey

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
A safe place for students.	29.56% 81	58.76% 161	9.85% 27	1.82% 5	274
A supportive and inviting place for students to learn.	31.64% 87	55.27% 152	10.18% 28	2.91% 8	275
An accepting and inclusive environment for students.	38.24% 104	47.79% 130	11.40% 31	2.57% 7	272
A school where teachers treat students fairly.	23.36% 64	58.03% 159	17.15% 47	1.46% 4	274
A school where administrators treat students fairly.	31.25% 85	61.40% 167	6.62% 18	0.74% 2	272
A school where students have an influential voice	31.87% 87	52.75% 144	12.09% 33	3.30% 9	273
A school where students treat each other with respect.	18.01% 49	46.69% 127	26.10% 71	9.19% 25	272
School administrators create and maintain a safe and focused campus environment.	27.68% 75	60.52% 164	8.86% 24	2.95% 8	271

High School Responses:

Student Culture Survey 2019-2020

SurveyMonkey

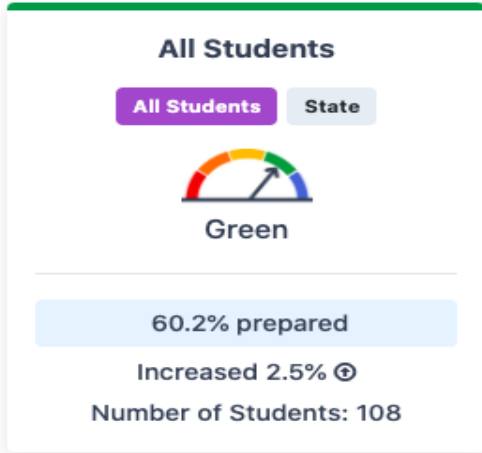
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
A safe place for students.	19.68% 62	68.89% 217	10.16% 32	1.27% 4	315
A supportive and inviting place for students to learn.	15.51% 49	68.04% 215	15.82% 50	0.63% 2	316
An accepting and inclusive environment for students.	21.59% 68	65.08% 205	12.70% 40	0.63% 2	315
A school where teachers treat students fairly.	8.54% 27	55.06% 174	30.06% 95	6.33% 20	316
A school where administrators treat students fairly.	14.29% 45	64.76% 204	17.14% 54	3.81% 12	315
A school where students have an influential voice	20.70% 65	58.92% 185	18.15% 57	2.23% 7	314
A school where students treat each other with respect.	10.76% 34	57.59% 182	26.58% 84	5.06% 16	316
School administrators create and maintain a safe and focused campus environment.	15.02% 47	64.22% 201	16.93% 53	3.83% 12	313

According to the Parent survey from the Spring of 2020, parents strongly agreed or agreed that OSA is a safe place for their student and that students experience support. OSA has been welcoming to parents and students. Students enjoy being at OSA and feel that there is a positive culture. Students respect each other's differences and students' cultures are reflected in classrooms. OSA cares about students and treats them with respect and dignity. Parents feel supported in helping their student manage their behavioral needs.

According to the Teacher survey from the Spring of 2020, teachers strongly agreed or agreed (100%) that students feel safe at OSA. They feel that students care about the school and have school spirit. Students seem to care about each other.

7. LCFF Priority 7 - Access to a Broad Course of Study

a. CCI Indicator on Dashboard and Percent of students prepared for college and career



We expect to see our number of prepared students rise as we incorporate CTE into our curriculum and more students are CTE completers. Also, we realize that, although many students are in A-G approved courses at OSA, if they receive a D they are not considered College and Career ready in that course. Our student support team and counseling staff are tracking “D’s and F’s” mid-quarter and helping faculty with parent notification.

	African-American	Socioeconomically Disadvantaged	Two or More Races	White	Hispanic
Number of Students	19	24	15	44	17
Percent Prepared for College	21.1%	33.3%	66.7%	77.3%	41.2%
Change from previous year	-21.8%	6.1%	19.3%	-4.0%	33.5%

Other student groups with too few students to display performance percentages (for reasons of privacy):

Filipino	Foster Youth	Students with Disabilities	English Learners	Pacific Islander	Homeless	American Indian
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b. Number of students meeting UC A-G requirements.

Our school principal is the person responsible for maintaining course approval.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	61.68
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	93.46

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.56
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	71.57

Over the last few years, more students have taken courses that are required classes for UC/CSU admission. This has happened as more of our classes, including arts classes, have become UC/CSU A-G approved.

8. LCFF Priority 8 - Other Pupil Outcomes

a. School budget

Here is the school budget for the 2020-2021 school year.

Oakland School for the Arts



	2020-21 ADOPTED	2020-21 REVISED	VARIANCE
NAME			
TOTAL ENROLLMENT	820	820	-
AVERAGE DAILY ATTENDANCE	779	749	(29.6)
REVENUE			
State LCFF Revenue	\$ 6,602,733	\$ 6,865,376	\$ 262,643
Federal Revenue	\$ 151,127	\$ 433,648	\$ 282,521
Other State Revenue	\$ 1,632,178	\$ 1,678,770	\$ 46,592
Local Revenue	\$ 1,465,054	\$ 1,380,054	\$ (85,000)
TOTAL REVENUE	\$ 9,851,092	\$ 10,357,848	\$ 506,756
EXPENSES			
Certificated Salaries	\$ 3,796,894	\$ 3,869,761	\$ 72,867
Classified Salaries	\$ 2,138,175	\$ 2,118,587	\$ (19,588)
Benefits	\$ 1,771,844	\$ 1,697,122	\$ (74,723)
TOTAL PERSONNEL EXPENSES	\$ 7,706,913	\$ 7,685,470	\$ (21,444)
Books and Supplies	\$ 326,371	\$ 326,371	\$ -
Services and Other Operating Expenses	\$ 1,986,946	\$ 2,081,076	\$ 94,129
Capital Outlay	\$ 243,000	\$ 243,000	\$ -
Other Outgoing	\$ -	\$ -	\$ -
TOTAL OTHER EXPENSES	\$ 2,556,317	\$ 2,650,447	\$ 94,129
TOTAL EXPENSES	\$ 10,263,231	\$ 10,335,916	\$ 72,686
SUMMARY			
SURPLUS\ (DEFICIT)	\$ (412,139)	\$ 21,932	\$ 434,070
<i>% of LCFF Revenue</i>	<i>-6.2%</i>	<i>0.3%</i>	<i>6.0%</i>
BEGINNING FUND BALANCE	\$ 7,950,786	\$ 7,950,786	\$ -
ENDING BALANCE	\$ 7,538,647	\$ 7,972,718	\$ 434,070
<i>% of LCFF Revenue</i>	<i>114%</i>	<i>116%</i>	<i>0.0%</i>

The expenditure per pupil is \$15,915. Funding sources include Title 1 funds, Title II funds, grants, and support from foundations.

b. Other pupil outcomes

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

E. Schoolwide Learner Outcomes

Provide evidence for each ESLR/READY that students are achieving these outcomes

Students are effective Communicators

Effective communicators who:

- Clearly articulate ideas and speak and write with eloquence and passion
- Use appropriate communication in different environments
- Listen to others with empathy and understanding
- Demonstrate their artistic and creative voices
- Accept and offer constructive criticism

Evidence: Literary Arts students

The [September issue of the OSA Telegraph](#) is live! Check out stories written by both middle school & high school journalists on everything from Distance Learning and Anti-Racism in OSA classrooms, to how COVID-19 is affecting everyone from students, incarcerated people, to Native American Communities. Plus, reviews on podcasts, movies, TV shows, & even the RNC—& more!

Check it out!

([OSA October Newsletter: Literary Arts](#))

Students are Critical Thinkers

Critical thinkers who:

- Question ideas and analyze a variety of perspectives
- Recognize bias and respond appropriately
- Develop informed opinions while remaining open to other views
- Use both imagination and logic in solving problems
- Demonstrate intellectual curiosity and discipline

Evidence: 6th Grade Science Students

Science

In our 6th grade Earth Sciences class, students have imagined their own towns and each built a piece of it, which we shared with each other online. As we study communities, many students mentioned that Black Lives Matter has been a major

influence in their communities and by extension their daily lives, and that change is needed in order for our modern communities to be successful. We are very glad that they were able to take the assignment to heart and really examine what is important to them, their communities, and justice!

([OSA October Newsletter: Science](#))

Students are Dynamic Global Citizens

Dynamic global citizens who:

- Contribute to the community and value the contributions of others
- Collaborate successfully to reach goals and create beneficial outcomes
- Stay informed about world events; develop a sense of social responsibility
- Reflect the community from which they come
- Solve conflicts peacefully
- Respect the physical and cultural environments of all people
- Are accountable for their choices and actions
- Demonstrate a high degree of integrity and character

Evidence: Social Sciences Students

Social Sciences

In World History, students just finished their border conflict projects. They were able to create informative videos and presentations to inform their peers about the different border conflicts happening currently around the world. In Economics, students completed some practical work around budgets, taxes, and other "real world" applications, and have now turned to a broader study of the field. They will be wrestling all semester with questions surrounding capitalism--where it works, where it doesn't, and what can be done to improve our economic system and make it more just.

([OSA October Newsletter: Social Sciences Students](#))

Students are Self-Disciplined Students and Artists

Self-disciplined students and artists who:

- Display pride and passion in their artistic and academic work
- Demonstrate consistent effort and commitment through practice and focused study
- Challenge themselves to achieve high standards in all endeavors
- Appreciate and respect the artistic and academic efforts of others
- Innovate and create in all aspects of their work
- Move into adulthood with maximum opportunities and choices
- Develop their own identity

Evidence: Dance Students

Dance

OSA Dance students have learned about Vaganova and Katherine Dunham, watched and reflected on Vaganova Exam videos, completed their own mid-quarter exams, received Progress Reports, and are working toward finishing the quarter strong by creating their own Q1 Goals and Action Plans. MS students

are continuing to focus on their basic Dance flexibility and will begin increasing the level of difficulty of their Dance strength workouts as we move into the last part of the quarter.

HS students are challenging the honing of their instruments beyond the Basic Stretch Routine and Basic Strengthening workouts, by adding High Intensity Interval Training (HIIT) to challenge and increase their stamina, and Heel in Hand stretches to focus on improving their extensions, to their Dance Conditioning regimens.

([OSA October Newsletter: Dance](#))

OSA students are R.E.A.D.Y.

Reflection

- Engaging in **growth mindset** practices
- Developing **self-awareness**
- Creating and implementing **personalized goals**

Engagement

- Practicing **empathy** and **compassion** while being **open-minded**
- Accepting and offering **critical feedback**
- Recognizing and engaging in the different communities of **Oakland** and **California**

Advocacy

- Understanding and navigating **systems, applications** and **bureaucracy**
- Utilizing artwork to express **identity** and make an impact in **community**
- Engaging in social justice and activism within the community of **OSA, Oakland** and/or **California**

Dedication

- Embodying a high degree of **intrinsic motivation** for their arts and academics
- Exhibiting an artistic and academic **self-discipline**
- Understanding and implementing the artistic and academic “**Habits of Mind**”

Y for YOUR voice, YOUR journey

- Expressing **voice, vision** and **plan** for MS, HS and post HS
- Demonstrating the mindset and practice of **perseverance** and **resilience** in the face of obstacles

F. Perception Data

The following are narrative results of the surveys taken by students, parents and staff during the Spring of 2020.

Student Survey Narrative - Spring 2020

Student Profile:

We had 82% of the student population (615 results) responding to 42 questions. The number of respondents from each grade represent approximately 15% of the total results.

61% identify as female, 31% male, 7% combined transgendered, non-binary, agender, other and declined to state. In describing their sexuality, students are 52% straight, 5% Lesbian, 4% gay, 17% bisexual, with asexual, pansexual and questioning all being under 10%. Students stated their ethnicity to be 28% Black or African American, 17% Hispanic or Latino, 58% White, Chinese 8%, Filipino 6% and all other groups are under 5%. (Mixed ethnicity was not offered). 92% of students speak English as their primary language in their home. 62% of students live at home with both of their parents. 14% live with one parent. 17% live in multiple homes with split parents. Other students live with other relatives, some with more than one family, some in no fixed housing, in a temporary shelter, or other situations.

96% of students have internet access at home, with the other 4% having it sporadically. 93% have necessary electronics, with 1% not having electronics and 5% having electronics available sometimes.

Under 10% of students reported being on free or reduced lunch, while 26% did not know what this is and 5% qualifying but not choosing to register.

Respondents' emphasis distribution is: Theatre 21%, Instrumental 14%, Visual Art. 17%, Vocal Music 17%, All others under 10%.

School Culture

Students attend OSA mainly because they are passionate about their art. They also attend because their parents wanted them to or they have friends who attend OSA. They found all faculty and staff to be welcoming, with other students being slightly less welcoming. They found the general culture to be very to somewhat friendly.

Academics

Students have a positive relationship with their teachers. Teachers seem passionate, prepared and also relaxed. Students learn from their teachers and are able to make positive contributions in class. Students use Chromebooks in many of their classes. Students feel less clear about talking to their teachers when they need support. They do not always feel that their classrooms are focused and engaging. Teachers do not always discuss diversity, and when they do it is not always comfortable and effective. Students do not always feel academically challenged and they do not always feel that they have a voice in their classrooms. They are not especially encouraged when academic teachers attend their performances.

Many students perceive that their teachers do not know them outside of class and that their culture is not reflected in class content.

Students understand the reasoning behind block periods and feel that most of their teachers use the time well.

They feel less clear about the use of block periods in math and English class.

Students feel that instruction at OSA reflects social and cultural diversity, but not political diversity as much.

When students require academic support they mainly get help from parents, friends and siblings. When students require academic support they mainly get help from parents, friends and siblings. They also meet with teachers during the school day. To a lesser degree they

attend an academic support period, see their counselor, have private tutoring, attend Math Lab or receive support through their IEP or 504 plan.

Arts

Students have a positive relationship with their arts teachers. They talk to their teachers when they need support. Teachers seem passionate, prepared and also relaxed. They feel that their classrooms are focused and engaging. Teachers discuss diversity, and when they do it is comfortable and effective. Students learn from their teachers and are able to make positive contributions in class. Students feel artistically challenged and they feel that they have a voice in their classrooms. They are encouraged when their arts teachers attend their performances.

However, some students perceive that their teachers do not know them outside of class and that their culture is not reflected in class content. Students do not generally use Chromebooks in their arts classes.

Advisory

Students have a positive relationship with their advisor. Advisors seem prepared and relaxed. Their advisor expresses support for the Advisory program. Their advisor seems comfortable leading discussions around sensitive topics. Students feel like they have a voice in their advisory. Students feel less clear about the role of advisory. They do not feel completely comfortable talking to their advisor when they need support. Students are sure that advisory helps them as an OSA student.

Administration

Students feel like they have positive relationships with school administrators and that they care about each student's education. Administrators create and maintain a safe and focused campus environment. And, they do feel encouraged when administrators come to their art performances. They do not completely feel like they can talk to administrators or that the administrators know individual students.

Different students feel comfortable talking to the principal, executive director, assistant principal, the arts department chairs, the school dean, the counselors, advisors and to the front desk staff.

Safety, both Physical and Mental

Students feel that OSA is a safe place for students. They can learn and the environment is accepting and inclusive. The administrators treat students fairly and students have an influential voice. They also use Google Classroom to find out information about all of their classes.

They are not completely clear on how fairly teachers treat students and not all students treat each other with respect.

Students feel prepared for earthquakes and fire at OSA, but not at all prepared for an intruder on campus or how to shelter in place.

Experience of OSA

Students appreciate diversity.

Students are less clear about how well-behaved other students are. They do not always see consistency among teachers when dealing with students who are off task. Students do not always appear to be respectful of each other, adults or the facility. Students feel that many students do not arrive at school alert and rested, they are not motivated to learn and do not work towards creating a positive school climate.

The majority of students have not observed alcohol or drug use at OSA, harassment based on race, ethnicity, or sexual identity. They have not observed theft or cyberbullying. It is more likely that they have observed physical fighting, inappropriate use of technology, lack of respect for staff, peer pressure or bullying, cutting classes and depression or other mental health issues. Most likely is observing nicotine use. When responding on a personal level, students have engaged in disruptive behavior, depression or other mental health issues and cutting classes or being truant.

Students feel that it is easy to make friends and many feel close to other students. They do see that some students form cliques, but they do not generally feel intimidated by other students. They do not always experience older students serving as positive role models.

Although many agreed that their transition from middle school to high school was smooth, some felt that they were not academically prepared for high school.

Students feel strongly that they are proud and happy to be at OSA. They feel as if they are part of the school and make a positive contribution to the culture. They are committed to their art and have opportunities for work-based learning.

Students are less clear about their awareness of school activities and events. They do not strongly feel like they have an influential voice. They don't see many opportunities to take advanced or specialized courses. They do not feel strongly that school culture has improved during their time at OSA.

Half of the students surveyed have considered leaving OSA to be homeschooled, to participate in sports, they didn't find friends, it wasn't academic enough, it was too hard and they just didn't like it. However, those who stayed did so because of parental persuasion, they decided they liked being at OSA, OSA offers letter grades, they weren't accepted to their other choices, or it was just too hard to arrange a transfer.

School Spirit

Of all possible activities, students mostly attend arts performances. They also participate in Spirit Week. They go to Cultural Assemblies, Spirit Rallies, and Field Trips and join Clubs. They most enjoy the Arts Performances, Spirit Week, Field Trips and Intersession. Their school spirit is mostly promoted by Arts Performances, Spirit Week, Spirit Rallies and Field Trips. After school they work in their art area, they do other work, they do sports and they take private lessons or training in their art. They wish we offered more field trips, OSA gear and a mascot, held fundraisers and a field day and that there was more collaboration between emphases.

When listing what they love about OSA students responded: friends, their art, creativity, social awareness, appreciation for diversity and their teachers. Students listed a wide range of changes they would like to see at OSA, including the students, the administration, the teachers, having a bigger school, less homework, more homework and changing nothing at all. Finally, 92% of the respondents took the survey seriously.

Parent Survey Narrative - Spring 2020

Parent Profile:

We had 220 respondents answering 14 questions. Parents of 6th graders represent the largest group of those who responded (20%) with 12th grade parents representing the smallest group (9%).

Parents specified their student's gender as 60% female, 36% male, 4% combined transgendered, non-binary, other and declined to state. Students stated their ethnicity to be 19% Black or African American, 18% Hispanic or Latino, 69% White, Chinese 6%, Filipino 7% and all other groups are under 5%. (Mixed ethnicity was not offered). Students' emphasis distribution is: Theatre 21%, Instrumental 19%, Visual Art. 16%, Vocal Music 15%, All others under 10%. 78% of parents confirmed that their student would be returning to OSA for the 20-21 school year. 9% of parents had a graduating senior.

Environment

Parents feel that OSA is a safe place for their student and that they are supported. OSA has been welcoming to parents and students. Students enjoy being at OSA and feel that there is a positive culture. Students respect differences and students' cultures are reflected in classrooms. OSA cares about students and treats them with respect and dignity. Parents feel supported in helping their student manage their behavioral needs. Parents are not clear about their student feeling free to talk to OSA staff about problems. They do not feel completely supported managing their student's academic and social/emotional needs. They are not clear about who to contact for help with their student's behavioral needs.

They are very unclear about who to contact regarding additional resources to support their student's social/emotional needs.

Expectations

Parents generally feel that the academic and behavioral expectations are appropriate. They feel very strongly that the artistic expectations are appropriate.

Program and Instruction

Parents feel that OSA is successfully preparing their student for college. They perceive the middle school academic program to be strong. They feel that their student is learning to work in a team and that they are more confident and poised since attending OSA. Parents are not clear about the engagement level of classes or that the high school program is strong. They are not sure that their student has ample opportunities to get

extra help. It is not clear to them that their student's writing and math skills have improved at OSA.

The most negative impressions are about whether student's leadership skills and reading skills have improved.

Most often parents reported that their student spends 0-1 hour and 1-2 hours on academic homework every night. Most students spend 0-5 hours on their art (homework, private lessons and performances) each week. They reported high satisfaction with their arts classes, followed by Social Science, Math, Science and English, followed by PE and, finally, World Language and AP & Honors courses.

Communication

Parents feel that there is open communication between school, staff, parents and the community. They feel that they have opportunities to voice their concerns. They regularly read OSA News through Konstella. They refer to the Google Classrooms to obtain class information. Teachers make themselves available to talk about students. They feel comfortable contacting the OSA Leadership Team. They use PowerSchool regularly to chart their student's academic progress. They are comfortable using OSA's website. They do not feel that they can communicate with the OSA Board of Directors and that they receive enough information about their child's progress.

They reported not generally attending APT meetings. And, they do not feel that teachers proactively communicate with them about their students' progress.

Linked Learning Pathway Development/Creative Careers Pathway Development

Parents feel that students would like the exposure to other arts that the linked learning pathways curriculum would offer. Their student would benefit from interaction with professionals in their art emphasis. Artistic integration into academic classes would increase student engagement. Students would benefit from access to Community College courses at OSA during the school day.

Parents are not clear about how much their student benefits from the Advisory program. Parents are especially unclear about the Linked Learning Pathways program and what it means at OSA. They do not feel that their student has access to art outside their sub-pathway. They do not see their student having access to opportunities for career development connected to their art. And, their students do not access Earl College Credit opportunities at OSA.

Teacher Survey Narrative - Spring 2020

Teacher Profile:

We had 52 teachers respond to 12 questions. 30% of the respondents were first year teachers.

Most teachers communicate by email. 50% feel that communicating during group meetings is also effective. When communicating with families, teachers mostly use email, (98%) then Google classroom, PowerSchool, the telephone, and, finally, personal text messages (23%)

(Talking Points was not included on the survey)

Half of the teachers teach in just one room, the other half teach in 2 or more rooms – and sometimes need to move to a different building.

School Environment

Teachers agree that the school is clean. They feel that students care about the school and have school spirit. Students seem to care about each other and to feel safe at OSA. Teachers feel knowledgeable about accessing support for student needs and that counseling improves students' wellness.

Teachers think that they treat students with respect, as individuals and as a group and that students and staff respect cultural differences. Teachers feel valued and respected by colleagues and OSA leadership.

Teachers feel less clear about being equipped to manage student stress levels. They are not sure about the effectiveness of student government and leadership. They do not always feel supported in their facilities requests or classroom cleanliness.

The most controversial topic for teachers is whether or not discipline is fair, consistent and effectively implemented throughout the school.

Communication

Teachers feel that the leadership team listens to them and students and that student concerns are addressed. They feel that they have opportunities and are comfortable voicing concerns to the team.

Teachers think that parents have a reasonable amount of input into school operations. They have a good rapport with most of the students' parents and guardians and that they do a good job of communicating with them.

Teachers also feel that they receive pertinent information regarding the academic progress and eligibility status of students.

Teachers feel less clear about appropriately receiving pertinent information about the disciplinary status of students. They also do not always feel well informed by the Leadership Team. There is also less confidence about clearly understanding the mission, vision and strategic goals of OSA.

The most controversial topics for teachers are how to apply the strategic goals to their teaching, and about how well Linked Learning Pathways has been communicated to students, families and teachers.

Satisfaction

Teachers feel satisfaction, personal accomplishment and stress as teachers. Satisfaction stems partly from flexibility in curriculum planning. Student support team work definitely helps alleviate stress. Teachers who share rooms work well together. Teachers do enjoy weekly slideshows during PD that display school happenings.

Teachers would like to participate in outside professional development experiences. They feel that their views are aligned with the mission and vision. They are proud to be part of OSA and are inspired by their colleagues. Most teachers plan to continue teaching at OSA into the future.

Teachers are less clear about the development of Linked Learning Pathways. They are not happy with how our Chromebooks are managed. They would like to see more

diversity in the recruitment process. They are not completely satisfied with our in-house PD, and have not attended many PD sessions outside of OSA. They also have some trouble balancing their personal and work life.

The most controversial topics for teachers are that they are not fairly compensated and feel motivated to look for positions in higher paying districts. They are concerned about the financial sustainability of the school. They are not optimistic about phasing out the audition process.

Program and Instruction

Teachers feel as if they have adequate technology to use both personally and for their classes. They use a variety of methods to help students learn. They understand the purpose of block days and use the time. They understand the purpose of advisory, they are prepared for the sessions and get along well with the students.

During class all teachers embed reading and writing into their curriculum. Students can work in teams and have opportunities for leadership and learn about respect for others. They help students establish goals. They integrate arts and academics. Students are engaged in a high-level of rigor.

Teachers would like to learn how to implement and develop Linked Learning curriculum for their classes.

Teachers are less clear about technology in the classroom. Chromebooks and other electronics are not readily available. Teachers are not sure that block periods or advisory are beneficial and they do not always use the structured advisory curriculum.

Finally, teachers do not assign homework three times per week. They are not sure that they would benefit from training in support of block periods.

Mission Statement

Teachers agree that the mission statement reflects both their personal understanding of and belief for OSA.

Change for OSA

Some of the most often mentioned changes teachers offered:

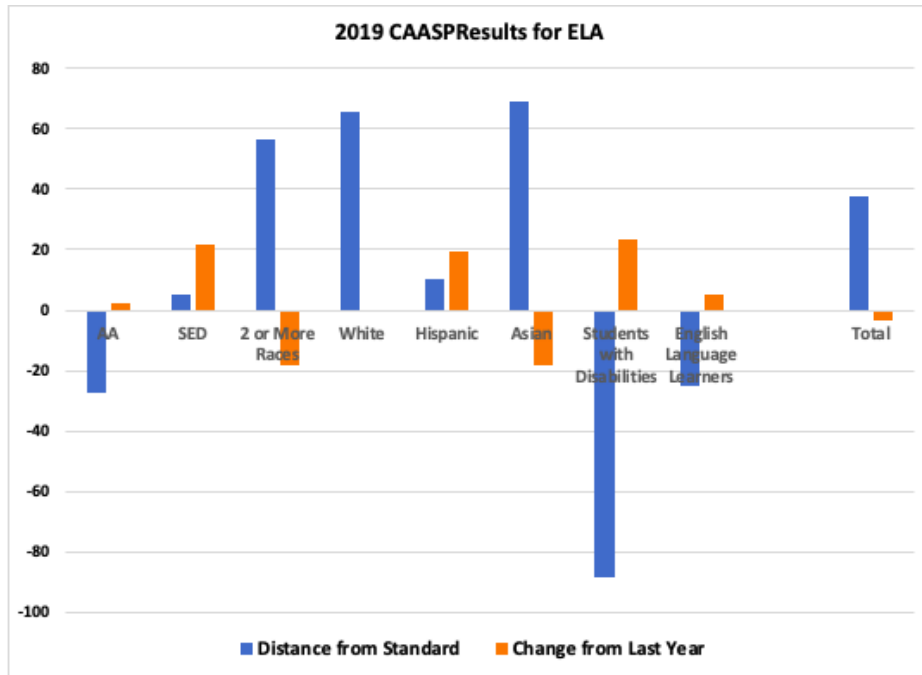
- Differentiated arts classes
- School norms, classroom rules, discipline policy
- Equity and cultural responsiveness professional development from an outside organization
- Full 1:1 technology
- Keep the audition as is
- Allow students to experience other emphasis

G. Summary of Profile

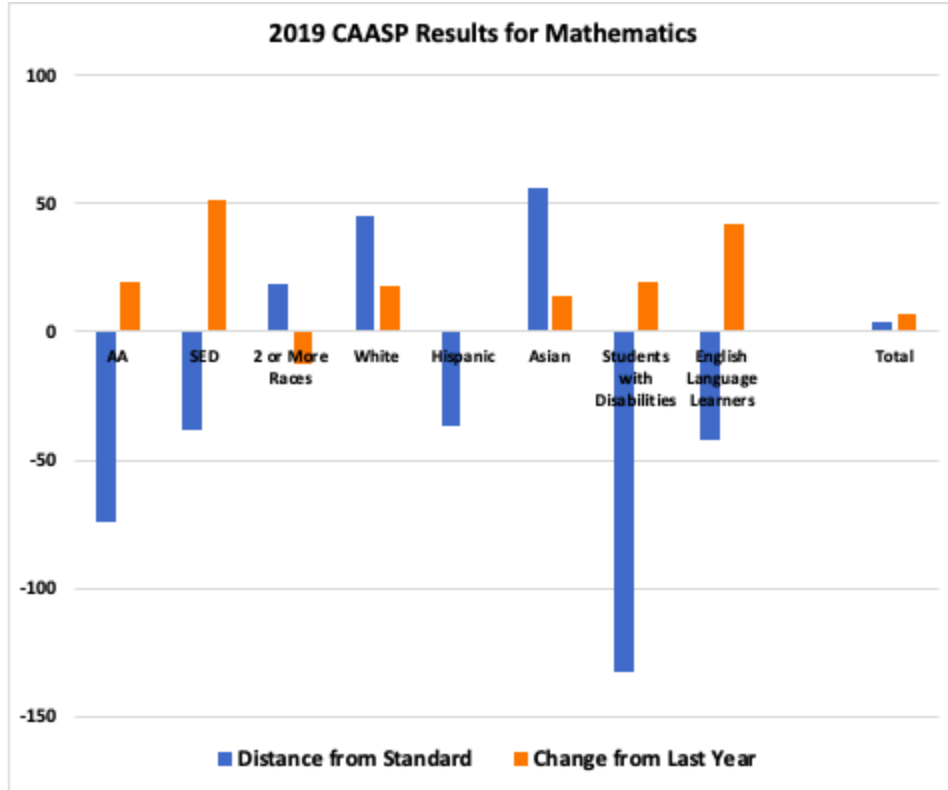
1. What is implied by the student performance data?

Comparison of Largest Student Groups for CAASPP testing in 2019

Oakland School for the Arts ACS WASC/CDE Self-Study Report



It is apparent from the chart that in general, our student population is doing well in ELA, given that we are 37.8 points above the standard, with only a small change from the previous year. Our SED students and Hispanic students are above the standard and improving. Our White students are maintaining their level. Although our 2 or More Race students and Asian students are above the standard, we need to keep watch since their scores dropped from the previous year. Our students of greatest concern are our African American students, Students with Disabilities and our English Language Learners. They did slightly better in 2019 than the previous year, but they are consistently performing below the standard.



Our student population is close to the standard in math, given that we are 3.6 points above the standard, with a small positive change from the previous year. Our Asian students and White students are above the standard and improving. Although our 2 or More Race students are above the standard, we need to keep watch since their score dropped from the previous year. Our students of greatest concern are our African American students, SED students, Students with Disabilities and our English Language Learners. They did better in 2019 than the previous year, but they are consistently performing below the standard. Of special concern in math is our Hispanic students since they are performing below the standard and did not show any change from last year.

2. Select 2-3 student learner needs based on the data (early) Identified Critical Student Learner Needs

1. Math Achievement for all, especially minority groups
2. Inclusion of Arts Field experience (CTE)
3. Support of student Mental Health

3. List important questions that have been raised by the analysis of student performance, demographics and perception data.

1. Students, parents and teachers agree that we would like to have a **More Diverse Staff**

2. Balance grade levels

To develop a more sustainable model for the school, we are investigating a system to set a quota for the number of students per grade level (between 116-118) and also populate each Pathway in a balanced way.

3. Integrating **CTE curriculum** into all academic classes.

4. **More equitable Audition Process** which they have previously entered through an audition process. This process will gradually be phased out over the coming years. We will need to work with our new enrollment norms.

5. Transition to and integration of new ESLRs - **READY**

6. Bolster Special Ed with more efficient communication and enhanced data reporting systems.

7. We will **increase numbers of the SED students** that are admitted to OSA.

8. We will look for the **success of SED students** as we carefully and routinely monitor their school performance.

9. Improve our Outreach to High Needs Students

We would like to encourage high needs students to attend OSA. We note that there are increasing numbers of homeless/transitional students due to the pandemic. We recognize that foster students need an advocate and that we need to design this type of support. We could improve our outreach by designing a brochure that is distributed both digitally and on paper to health workers, health care centers, through BAWAR, and to youth development centers to reach these youth.

10. Accurate reporting of High Needs Students

We would like to better monitor our students in terms of free and reduced lunch and housing, because we believe there are mistakes and the numbers are underreported. We would like to have one person monitoring this situation, and if the position were filled with a social worker, we could more easily connect students with services.

11. We would like to better **balance the student population** between males and females.

12. In the effort to **close the access gap**, we will work towards increases by minimum 5% annually as measured by SBAC testing, i.e. the access gap closes by 5% a year as gains made by targeted subgroups exceed gains made by the highest scoring group.

13. We will see an even **higher graduation rate** and a **lower drop out rate**.

14. As the school increases efforts to ensure high attendance, the metric of success will be to see **increased attendance** in all grade levels.

15. Special Ed Program Needs

Hire another case manager, paraeducator and possibly contract with another school psychologist for triennial and initial IEP meetings. Add more Professional Development sessions for teachers on the importance of SPED. Attempt to change the culture of OSA to mirror SPED needs driving schedules and supports - A SPED teacher mindset benefits all students. Have a system in place for identifying incoming students with IEPs. Educating General Education teachers about their role in the IEP process, including implementing IEP goals, and designing lesson plans with accommodations and modifications in place. Hold schoolwide discussions around diagnostic, formative and summative assessments. Teachers need to better understand how assessments are used to measure desired outcomes. They also need to understand the importance of timeliness in returning assignments. Design and offer support classes that focus on skill remediation, data tracking, individualized support and are not a study hall. Design support for new teachers to better understand their role in the SPED program.

16. EL Program

We would like to enroll more EL students. We believe this will happen as we continue growing our outreach efforts and the new lottery system for admission is implemented. We need to provide not only a once a week pull-out program, but also be able to have push-in classroom support.

17. Establish a summer **Bridge Program** for incoming students. This would help us identify students who may need extra support at an early stage. By meeting with teachers and each other during the summer, students' comfort level will increase as they start school at OSA.

a. Preliminary Identified Critical Student Learner Needs

As we began our 2021 self-study we determined that our preliminary *Identified Critical*

Student Learner Needs were:

1. Math Achievement for all, especially minority groups
2. Inclusion of Arts Field experience (CTE)
3. Support of Student Mental Health

The Critical Student Learner Needs still appear to be appropriate after reviewing the Focus and Home group results and the findings from the Community Profile.

b. Summary of Findings from Focus Groups and the Community Profile

1. Math Achievement for all, especially minority groups

The Community Profile shows that although our African American students improved their math scores on the CAASPP test in 2019, they are still our lowest performing group at 74 points below the standard. Our school's overall score is in the green zone at 3.6 points above the standard.

In our LCAP we state that "African-American students and Students with Disabilities are the areas where we see the greatest need for improvement. While on an upward trajectory, there remains a wide variance in SBAC scores between these student subgroups when compared to the 'All Student' numbers." The Focus and Home Group results show that students of color are still struggling with math. We need to implement more support for math students.

2. Inclusion of Arts Field experience (CTE)

The Community Profile shows in the **Students in College and Career Indicator** that the school achieved a 60.2% rating for students prepared for college. As we stated in the profile "We expect to see our number of prepared students rise as we incorporate CTE into our curriculum and more students are CTE completers. "

We are currently working on integrating CTE standards into our academic courses. Our first integration is with the High School English Department. Last summer (2020), school Administrators put together a packet dovetailing CTE standards into the high school English curriculum. Over the summer, High School English teachers were given a stipend to attend several planning sessions where they studied the packet and built lessons using templates. All High School students are participating in this curriculum in English this year, however, their assessments vary depending on their pathway: Design, Visual and Media Arts or Performing Arts. We have found it difficult to fully roll out the new curriculum during Remote Teaching and plan a relaunch next school year when we anticipate being on-site.

The Focus and Home group results show that a current strength is "the CTE development that is integrating arts and academics even more with a career-pathway perspective; This is work that needs to be ongoing". Teachers feel that "Although we started applying CTE standards in ELA

classes this year, teachers still need more guidance in teaching integrated English and arts.” It appears that we need to deepen the CTE integration into the ELA curriculum as well as advance the integration into other departments.

3. Support of Student Mental Health

From student surveys we have found that students feel that there are few disturbing forms of behavior present on campus:

“ The majority of students have not observed alcohol or drug use at OSA, harassment based on race, ethnicity, or sexual identity. They have not observed theft or cyberbullying.

It is more likely that they have observed physical fighting, inappropriate use of technology, lack of respect for staff, peer pressure or bullying, cutting classes and depression or other mental health issues.

When responding on a personal level, students have engaged in disruptive behavior, depression or other mental health issues and cutting classes or being truant.” We are in a position to provide stronger mental health supports for students.

In our last self-study, Priority 2 was:

IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS.

We accomplished this goal by forming a new Student Support Team which provided “Support for equal access, academic and personal counseling, college and career preparation support and health services.”

The Student Support Team has been specifically restructured to ensure comprehensive 1-on-1 supports are provided for all students. The goal of the team is to establish and maintain a positive school culture (grades 6-12) in which all students are motivated to learn, support each other, and have structures in place that assist students in accessing their full artistic and academic potential. The team consists of the following staff members:

- Assistant Principal, the student support team lead working to design and implement structures that support the team mission,
- the Dean of Students, who oversees the student discipline of all students grades 6-12 and supports teachers in the implementation of restorative practices in the classroom,
- the Head Counselor/Counselor Grades 6-9, who ensures that our course offerings are preparing students for a multitude of college and career opportunities and monitors the placement of students in the appropriate classes,
- the College and Career Counselor/Counselor Grades 7-12, who monitors student progress and works closely on the college application process with students and families during high school as they approach graduation,
- and the Mental Health Coordinator, who provides individual and group counseling to students that are identified as needing specific mental health supports.

Even with all of these supports in place, we are still experiencing a high need for mental health support among our student population. This need has only been

exacerbated as we have been in Remote Learning, and will continue to be present as students return to in-school learning. As stated by our Focus Groups: “Difficult to identify student challenges in a Zoom environment. Difficult to contact parents & families in a Zoom environment. Students may not be attending the support sessions that are available due to the challenges of online instruction.”

In addition, reports from the Student Support Team state that we need to “improve our outreach to high needs students. We would like to encourage high needs students to attend OSA. We note that there are increasing numbers of homeless/transitional students due to the pandemic. We recognize that foster students need an advocate and that we need to design this type of support.” We would also like to “accurately report our High Needs Students. We would like to better monitor our students in terms of free and reduced lunch and housing, because we believe there are mistakes and the numbers are underreported. We would like to have one person monitoring this situation, and if the position were filled with a social worker, we could more easily connect students with services.” In addition, as we enroll youth from challenging backgrounds, we would like to have the mental health supports in place to ensure their success at OSA.

c. Strengths, Growth Areas, Next Steps

Focus Group	Strengths	Growth Areas	Next Steps
A: Organization	<p>Parent Involvement -Many parents have added their names to the volunteer catalog.</p> <p>School Attitude -Faculty, staff and students value and practice creativity.</p> <p>College & Career Readiness -Students are prepared for College. -CTE curriculum and standards amplifies the artistic expertise of students</p>	<p>Communication -The Oakarts website contains a lot of information but it needs to be more user-friendly. -There is room for growth in finding ways to help stakeholders. - We need to encourage people to attend meetings so they are informed - We should add a blurb to the newsletter to encourage people to come to the next board meeting -We need a procedure for</p>	<p>Communication - Clearer paths for distributing and obtaining information</p>

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	<p>-Students are made aware of scholarship opportunities - Work based learning opportunities are provided in several of the arts emphasis' with more internships and mentorships planned for the future</p> <p>Alumni -Alumni feel connected to OSA and come back to visit and lend their support by bringing their college or career experience to current students</p> <p>Community Building -Student Affinity Groups - There is engagement of our community through Town Hall events, Board Meetings and the monthly newsletter -A teachers' union was started in the Spring of 2019 called COSATS</p> <p>Student Support & Engagement -Our high graduation rate is an indication of strong student</p>	<p>providing data if someone requests information in between our reporting deadlines.</p> <p>OSA Board of Directors -Need to heighten the Board presence on campus. -Board goals need to be reshaped. It is a governing board and focus needs to shift to becoming a fundraising board.</p> <p>Uniform Complaint Procedure -Clearer procedures need to be developed so that everyone knows what will happen if a complaint is raised.</p> <p>Finances -Meetings of the Board Finance Committee happen at the worst times - mornings during the week when students, teachers, and many parents can't attend -It would be nice to have the financial meetings when all can attend -The budget comes from the board down, and we have only recently been granted access</p>	<p>OSA Board of Directors Encourage the Board presence at student events</p> <p>Uniform Complaint Procedure Create a document to accompany the form outlining the steps</p> <p>Finances Rearranging the Finance Committee meeting time Encourage community participation in budget discussions</p> <p>Facilities Locate and develop spaces to accommodate our arts departments</p>
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	<p>support and engagement -Our high attendance rate is an indication of strong student engagement - Student support team functions well and is constantly improving - Our student support team uses data to promote positive student outcomes</p> <p>Arts Division - We provide strong artistic programming for our students - We have an Arts Speakers Series which promotes interest and vision for our arts classes -Arts departments provide performance opportunities for all eligible students</p> <p>Diversity, Equity and Inclusion -We committed to year long Professional Development training to understand and improve our DEI practices</p> <p>SPED -Special education services are provided by a strong team</p>	<p>-The cost of the student health/wellness centers are adding cost to the budget. These funds could have been spent on other things.</p> <p>Facilities -We need to look for new arts spaces/buildings that are safe, seismically retrofitted, have fire detection and suppression systems. -We need to provide space and facilities that are specialized for arts.</p> <p>Diversity, Equity and Inclusion -We need to keep expanding our efforts in this area. -We should work on increasing diversity and retention of teachers of color.</p> <p>Alumni -We need to leverage our alumni relationships more fully.</p> <p>Advancement -We need to increase family participation in the annual fund.</p>	<p>Diversity, Equity and Inclusion Hire a DEI Coordinator to monitor and encourage the skills we have developed during our trainings</p> <p>Alumni Increase our outreach to alumni</p> <p>Advancement Continue the support of our advancement department</p> <p>College & Career Readiness Increase the number of internships</p> <p>Community Building Continue outreach to the community for partnerships through attendance at events and social media</p>
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	<p>Finances -We have transparency in our financial procedures. -There is more agency in resource allocation than ever before now that COSATS is active/partnering in resource allocation</p>	<p>-We need employee participation in the annual fund.</p> <p>College & Career Readiness -We need to provide more work-based learning opportunities</p> <p>Community Building -Students/parents should be more involved in leadership positions. -We should establish more of a social media presence. -We should look for more collaboration and partnerships with other organizations.</p>	
<p>B: Curriculum</p>	<p>Arts Division - An arts school with arts faculty who are all professionally-trained artists.</p> <p>College and Career Readiness -CTE development that is integrating arts and academics even more with a career-pathway perspective, -We provide students with real world experiences that will help them be successful in either post-secondary</p>	<p>Academic Division Math -CPM curriculum should find even more practical, “real-life” problems which may speak more to our students of color.</p> <p>College and Career Readiness -One important gap in our curriculum and public messaging is the value in teaching students at the high school level how to get a job and be independent <u>without</u> needing to feel they must go to college in</p>	<p>Academic Division Encourage all departments to develop curriculum that pulls in the real world making lessons more relevant to students</p> <p>College and Career Readiness Increased support and recognition for students who do not plan to go to college. More curriculum devoted to life skills.</p>

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	<p>schooling or career opportunities.</p> <p>SPED -We are an inclusion school regarding students with IEPs so access is foundational in our approach to teaching arts and academics.</p> <p>Curriculum -Academic teachers and arts Faculty who are grounded in the current grade level curriculum provide links to current events and current cultural phenomena to make the curriculum both relevant and rigorous. Examples: Many classroom discussions and art making related to the recent Black Lives Matter movement, the 2020 Election, the COVID19 Pandemic, etc.</p>	<p>order to be successful. We feel this could be an important motivator for those students who may have no plans or interests in a post-secondary education. This would provide more value to an OSA diploma and not less. -Since Economics is a required course, it would be very useful to provide some more practical education on budgeting and cost of living in the Bay Area, etc.</p> <p>SPED -Despite our strengths as an Inclusion school, the Special Education Department still gets marginalized too often and there are still too many general ed and arts teachers who do not fully understand their crucial, even legally mandated, role in implementing and even abiding by a student's IEP. We need to keep growing our Inclusion Mindset!</p> <p>Communication -Support families to most effectively utilize technological tools to</p>	<p>SPED Increased training and oversight for general ed teachers in regards to SPED</p> <p>Communication Offer workshops on the use of school technology tools for parents and guardians</p>
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		<p>enhance communication with school staff and support of students.</p>	
<p>C: Learning and Teaching</p>	<p>Community Building -Our school has a strong sense of community, even during Covid. -Students and teachers are sharing their art through Zoom and other methods. This is inspiring to the entire community. -Community is being built at OSA by ensuring that students and teachers have opportunities to interact both inside/during class and outside of class time.</p> <p>Alumni -Having alumni involved is very helpful for new students and teachers, gives us a sense of shared history and a feeling that OSA is a community to be part of for life.</p> <p>School Attitude -OSA staff and</p>	<p>Facilities - Limited differentiation due to lack of staffing and space. In middle school, one teacher oversees all digital media students grade 6-8. All HS students, grades 9-12, also share one classroom. These limitations make it difficult to differentiate for more advanced students to engage in more long-term and complex projects.</p> <p>College & Career Readiness - Need more opportunities for internships for 11th and 12th graders with relevant art firms/industries - Need for more TA and mentorship opportunities for 11th and 12th graders</p> <p>Professional Development - We need “real” professional development, like what we are having</p>	<p>Facilities Increase the amount of space available for conducting identified arts classes</p> <p>College & Career Readiness Offer more TA spots and mentorship opportunities for 11th and 12th graders</p> <p>Professional Development Offer more professional development that is led by outside experts. Also, allow and fund teachers to attend conferences and trainings outside of school.</p>

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	<p>students have a problem-solving, flexible, can-do attitude. This has been very important during Covid with the continuously changing state guidance, etc.</p> <p>-OSA teachers go above and beyond to help their students, holding extra office hours as needed, running numerous clubs, attending student performances, etc.</p> <p>-Students are taking initiative by starting their own social groups and clubs in order to stay connected to each other and to the school.</p> <p>Communication</p> <p>-Students and teachers' input have been/are being considered in developing the remote learning schedule and program.</p> <p>-Administration is accessible and responsive to concerns, even during remote learning.</p> <p>Student Leadership</p>	<p>now with Diversity and Equity training. In the past, much of the PD has been run by teachers. We need funding for teachers and Department Chairs to attend conferences in their fields and to continue to develop. Often experienced teachers are asked to lead and are not given the opportunity to continue to grow. Also, too much is left for teachers to figure out on their own, such as teachers volunteering to present ideas for teaching online as our only real training in remote learning.</p> <p>Teacher Support</p> <p>- We need more support for new teachers, so that they see we are invested in them becoming part of the OSA community. Ideas: Buddy system, ongoing observations with suggestions for improvement, collaboration as a norm, regular meetings with opportunities to share ideas as well as ask questions.</p>	<p>Teacher Support</p> <p>Increased and codified support for new teachers is necessary. Create opportunities for teacher collaboration. Need more oversight of teacher growth plans.</p>
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	<p>-Students are being asked and encouraged to run assemblies, clubs, etc.</p> <p>Mental Health Students' emotional well-being is being addressed in the time of "distance learning" by providing them many extra-curricular activities and clubs, so they can keep up their social connections.</p> <p>College & Career Readiness -Supporting students for post high school education. -Ability to switch arts emphasis gives students the opportunity to explore more than one passion. -Artist Speaker Series: All students have access, (school-wide assembly) not just a particular emphasis or classroom. -Business of the Arts: This is now a linked learning class, part of the academic division in both pathways.</p> <p>Technology</p>	<p>- Classes should be set up so that there is not an entire grade level with new teachers, as has happened a few times in the past few years. Collaboration should be required of new teachers, instead of them being given an entire class to teach on their own (Example: Biology or U.S. History) - We need a more effective teacher evaluation system with the goal of continuous growth, not just checking up when things go wrong. Students want the opportunity to follow up on surveys, to see if a teacher is improving or not, and to know how the data they provide is being used.</p> <p>Student Support - Student support has not been consistent enough in remote learning, and some students are falling through the cracks. We have accumulated a lot of data on who they are and why they are struggling, but we</p>	<p>Student Support Need to provide more consistent student support once we have the data indicating struggle. We need to add remediation classes for math and literacy that are well specified. We need to identify and support new students who are struggling as soon as possible.</p> <p>Diversity, Equity and Inclusion We need to hire a full-time DEI Coordinator and Curriculum Developer. We need to create and use an accountability rubric and we need to hire and retain faculty and staff of color.</p>
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	<p>-During COVID & Remote Learning, we have been able to provide computers (chromebooks & laptops) and hotspots to students, which has been crucial to their continued learning and provides equitable access for all students</p> <p>Arts Division Music: Strong selection of musical choices from a variety of cultures.</p> <p>Academics Division Science: Biology - Curriculum aligns more with NGSS, taught from an inquiry and phenomena perspective rather than rote memorization. This allows for many ways to differentiate instruction and assess for the zone of proximal development and foundational skills/ concepts. Emphasis is on usage of evidence-based arguments, critical thinking, and problem-solving.</p> <p>Math -Teacher retention is</p>	<p>have not done enough to help them. - We need a stronger remediation program (Math support and Literacy support), especially for new students. They need to be identified and supported with an action plan right away, with the goal of getting them to the level where they can achieve success in the regular classroom as quickly as possible.</p> <p>Diversity, Equity and Inclusion - We need to really commit to this by: 1. Hiring a full-time DEI Coordinator and Curriculum Developer, and fulfilling the other recommended objectives (Students reps, Avid Coordinator, required A-G Ethnic Studies class) 2. Creating an accountability rubric and holding everyone accountable through evaluations based on this rubric 3. Committing to hiring and retaining teachers and</p>	<p>Arts Division Integrate a global view into all arts classes. Create a world music class. Provide a foundational computer literacy class for incoming students.</p> <p>Academic Division Need to create organized spaces/closets for supplies and materials for all departments. Create vertical alignment matrix for all courses by department. In math, we need to continue addressing the access gap for students of color. We need to support students at <u>all</u> levels in math. We would like to add new courses to the math department, including</p>
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	<p>higher since 2018 -Providing math support for students who need it so that they can get through the requirements for high school. -Better vertical alignment in recent years; reviewing material that has been covered in one subject and using it for the next year -Re-evaluating curriculum to see what topics are more important than others - making sure that there is more depth than breadth in our curriculum -More students are achieving at higher levels of math than before -We have more students taking both college Calculus and AP Calculus than prior years</p> <p>ELA -Students are assessed for reading comprehension skills at different points during the year, and for the most part students' reading comprehension skills improve over the course of the year. This also provides the</p>	<p>administrative staff of color</p> <p>Arts Division Music Theory: - Should not be a white-centric, European construct - Should provide a more global and diverse view of concepts and instructional topics. World Music: -We are hoping to create a class for students to learn more about cultural styles of music throughout the world Digital Media -We would like to provide a foundational computer literacy class for incoming students who have never worked on a laptop or desktop before but are currently limited by number of staff available to teach different sections during the same time block</p> <p>Academics Division Science -More resources and opportunities needed for hands-on instruction and activities. -More vertical</p>	<p>computer science. We need to continue on with our arts integration into HS ELA classes. Teachers need training to do this.</p> <p>SPED Increased training and oversight for general ed teachers in regards to SPED. Professional Development should focus on SPED support.</p>
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	<p>school with data and gives an alert to address when students don't meet the typical growth curves as seen on the standard assessment.</p>	<p>alignment between related subjects and content (7th grade Life Science and 9th grade Biology, for example). -More vertical alignment of transferable science skills between subjects (NGSS Science and Engineering Practices and Crosscutting Concepts)</p> <p>Math -We still struggle with an achievement gap for black and brown students -Struggle with differentiation and being able to allow student achievement at all levels -More resources and opportunities needed for the application of mathematics to real world application within the arts - ie. using music and math, architecture and math, etc. -We struggle with finding math from other worlds; everything we have is from old european men -Need computer science as a part of the math department</p>	<p>SPED Students with learning challenges need more support during remote learning.</p>
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		<p><u>ELA</u></p> <ul style="list-style-type: none">- More training on how to integrate curriculum with arts. Teachers are willing to teach more lessons aligned with the arts program, but need guidance.-More work is needed on bringing diversity to the middle school reading selections. Selections that are more current and which reflect the diversity of the student population should be considered. <p><u>SPED</u></p> <ul style="list-style-type: none">-It is challenging to make sure that student accommodations are in place for the SPED students It is difficult to engage in pertinent discussions about accommodations, as there is not much response from emails, and there is not a consistent designated time to have face to face time with the general education teachers-General education teachers need to have a lens that focuses on how to plan and prepare for	
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		<p>students who have accommodations and modifications. -We have not had designated professional development that addresses notions of scaffolded instruction, expectations around lesson planning, and making sure there is appropriate and consistent assessment (driven by standards) that is tracked, monitored, shared with students, and guides instruction. -During Remote Instruction/Distance Learning, our identified students with learning challenges (SpEd: students with IEPs) need more support. During class our “push in” process has been hindered by the constraints of a Zoom meeting. Outside of class, our students who have minutes allocated to them in their IEP paperwork are feeling “Zoomed out” and are less likely to attend the “pull out” meetings.</p>	
<p>D: Assessment and</p>	<p>Grading</p>	<p>Performance Monitoring</p>	<p>Performance Monitoring We need to develop</p>

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<p>Accountability</p>	<p>-The school has a standard grading scale for all classes. -The school has a single eligibility standard for all subpathways, based on performance across all classes.</p> <p>Communication -All teachers use Powerschool, Google Classroom, progress reports, and report cards to share data with parents. -The use of Talking Points software has helped bridge the language barrier between teachers and parents, which has helped with student performance. -OSA began using these online forms of communication before the pandemic, which made it easier for students to adapt and continue to participate in school during remote learning. -Grade level teachers are given meeting time to check in with each other across departments to</p>	<p>-The school is in the beginning stages of more formalized tracking of student performance and growth by department and grade level. Departments are working on ways to authentically measure this year after year. Some departments are further along the process than others, and some have more natural ways to measure progress due to the nature of the content. -Right before Covid, the school began a schoolwide initiative to track other aspects of student growth across the years, with the goal of determining scaffolded, developmentally appropriate targets around skills students should be developing more broadly. This effort needs to be continued.</p> <p>Student Support - OSA needs more Math and Literacy support classes put into place based on analysis of student scores and needs.</p>	<p>formalized tracking of student performance and growth for all departments. We need training in assessment by professionals. We need to develop targets for skills that we would like to see throughout the entire school population and a means for monitoring growth.</p> <p>Student Support Need to provide more consistent student support once we have the data indicating struggle. We need to add remediation classes for math and literacy that are well specified. We need to identify and support new students who are struggling as soon as possible. We need to select and offer more electives to enhance student engagement</p> <p>Diversity, Equity and Inclusion</p>
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	<p>communicate about common standards and expectations. -Departments meet regularly to examine student performance and find ways to better articulate the curriculum across the grade levels. -OSA has a strong commitment to honoring stakeholder feedback. For example, the school implemented a block schedule and an advisory class based on student, teacher and parent feedback. Both endeavors are still in development as their implementation was slowed down during the pandemic.</p> <p>Student Support - OSA has a strong student support system for both academics (counselors) and mental health (Wellness team), which helps alleviate some barriers to effective learning.</p>	<p>- We have incorporated some support classes, but consistency needs to be developed as to expectations for class time, associated teacher support of the class, and outcomes. - Students would like more electives put into place to enhance student engagement and relevance for their futures.</p> <p>Diversity, Equity and Inclusion -OSA has engaged in professional development for training in Diversity, Equity, and Inclusion to better respond to the needs of staff, faculty, and students. However, there will be significant work in the upcoming years to fully implement these DEI principles to fully and authentically support student learning.</p>	<p>We need to hire a full-time DEI Coordinator and Curriculum Developer. We need to create and use an accountability rubric and we need to hire and retain faculty and staff of color.</p>
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	<p>- Various programs are being put into place to better support our students as arts students, such as the introduction of Business of the Arts class. This started as an elective and is now a required class for 9th graders.</p>		
<p>E: School Culture</p>	<p>Student Support -Mental Health supports are in place. We have multiple staff members who meet one on one with students to support their mental health needs. -Student support team meets regularly to support students who have been identified as needing additional help. -The diversity in arts classes offered at the school also helps provide support for student social & emotional needs.</p> <p>SPED -Special Education Department is currently on a positive trajectory in providing student support.</p>	<p>Student Support (during Remote Learning) -Difficult to identify student challenges in a Zoom environment -Difficult to contact parents & families in a Zoom environment. -Students may not be attending the support sessions that are available due to the challenges of online instruction -We have not held formal parent/ teacher conferences while we have been online</p> <p>Supplies -Need more funding to provide some additional and helpful supports to students</p>	<p>Student Support (during Remote Learning) We are attempting to bring students back to campus - both struggling students who require support and students by grade level</p> <p>Supplies Admin will continue to pursue grants and funding opportunities to support the purchase of additional supplies.</p> <p>Enrollment Admin will meet with and survey parents, teachers (both arts and academic), staff and students as we move into this new enrollment</p>

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	<p>Counseling -The Academic Counseling Team has established procedures that help students achieve success in their academic classes.</p> <p>Creative Career Pathways -School culture is and will continue to be enhanced as we pursue the Creative Learning Pathways goal of integrating academic and art curriculum</p>	<p>(such as the purchase of audiobooks)</p> <p>Enrollment -There is some concern about the school program as OSA transitions from accepting students who have gone through an artistic auditions into enrollment by lottery</p> <p>Diversity, Equity and Inclusion -Student affinity groups (Black Student Union, APISA, Latinos Unidos) and parent support groups (POC and PODS) have expressed the need for greater support for students of color, including inclusive curriculum, equitable policy setting, and appropriate and timely academic support</p>	<p>process.</p> <p>Diversity, Equity and Inclusion We need to hire a full-time DEI Coordinator and Curriculum Developer. We need to create and use an accountability rubric and we need to hire and retain faculty and staff of color.</p>
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d. Themes from the Strengths and Areas of Growth

Obviously, many of these themes are intertwined but we have attempted to categorize the topics that were brought up consistently.

School Strengths

Parent involvement, school attitude and student engagement are all seen as school strengths. Stakeholders feel that students are being given opportunities to develop leadership skills. During the pandemic, students' mental health needs and technology needs are being addressed. It is felt that teachers are aware of and address current events in their classes. Grading standards have been established consistently. The Counseling Department has developed monitoring procedures that support student academic success. The newly established Creative Careers Pathways program will increase student engagement as we integrate academic and arts curriculum.

Several themes elicited mixed reactions from stakeholders.

College and Career Readiness

Students are well prepared for college, including being made aware of scholarship opportunities. Several real world opportunities have helped prepare students for life after high school, including internships and mentorships. The artist speakers series and the Business of the Arts classes have supported students in their understanding of possible career paths. Integration of arts and academics based on the CTE standards along with the ability to switch arts emphasis give students a broader perspective on their future. However, it is thought that we need to provide more work-based learning opportunities, including internships, mentorships and even the opportunity to serve as TA's for various classes. We also need to help students prepare for their future in practical terms, such as knowing how to budget and understanding "cost of living". One gap in our school message is leading students to believe that they must go to college to be successful.

Alumni

Although we have benefitted from returning alumni bringing their experience and perspectives back to our students, it is felt that we need to leverage our alumni relationships more fully.

Community Building

There is an active community at OSA as exemplified by the number of student affinity groups and stakeholder participation in Town Hall events and Board meetings. Parents, teachers and students are attending community events during COVID. Currently, students and teachers are sharing their art through ZOOM. A teachers' union was started in the Spring of 2019. However, the community could be even stronger if students and parents were more involved in leadership positions, we had more of a social media presence and we created more partnerships with outside organizations.

Student Support

The Student Support team functions well and is constantly improving. They use data to support positive student outcomes. The team helps lower barriers for learning. 9th grade students now take a Business of the Arts course which helps support students as artists. Although we do have a lot of data about how students are performing, there have not been enough supports during remote learning to ensure school-wide student success. Students who need ZOOM sessions for intervention don't always show up. We need to provide math and literacy support classes to help with remediation. New students who struggle need to be identified quickly and interventions offered as soon as possible.

Academics

Classes adhere to current standards (Common Core, NGSS) which support the latest research on student learning. Improvements are being seen in math, with higher teacher retention and better vertical alignment between courses. Students are achieving at higher levels of math than before and more students are taking college level Calculus and AP Calculus than prior years.

However, in math, it is recognized that students of color are still having difficulty fully accessing the curriculum. It will be helpful when the arts and more real life problems are integrated into math. Science needs more resources and opportunities for hands-on learning and there needs to be more vertical alignment between courses. Although we started applying CTE standards in ELA classes this year, teachers still need more guidance in teaching integrated English and arts. Also, more diversity is needed in ELA class reading selections.

Arts

We have a strong artistic program for our students. They are being trained by professional artists. They are able to learn from the experiences of practicing artists through our speaker series. They have opportunities through their departments to perform for the public. However, some improvements could include more emphasis on a global and diverse view, including world music and culture. It would also be beneficial for new students to be exposed to a foundational computer literacy course.

Diversity, Equity and Inclusion

We are currently involved in a year long professional development training to understand and improve our DEI practices at OSA. Many feel that we need to keep expanding our efforts in this area by hiring a DEI Coordinator, creating accountability rubrics and recruiting and training staff of color. Parent and student affinity groups have expressed the need for greater support for students of color.

SPED

The SPED team is perceived to be strong and improving. We have a lot of SPED students at OSA, so providing access to all class curriculum is foundational to our approach. However, there is frustration exhibited by the SPED department due to the general education teachers' lack of communication and observation of accommodations. Work needs to be done for everyone to have an Inclusion Mindset.

Finances

The budget is determined by the Board and passed down to the community. It is felt that we have transparency in our finances and that our resource allocation is better understood with the teachers' union involved in finance discussions. However, it would be preferred to have the Board Finance Committee meet at a time when more people can attend so that more opinions for resource allocation could be taken into account.

Communication

Teachers have been and are adept at communicating using technology tools. Teacher meetings happen frequently, in divisions, across grade levels and within departments. Surveys are distributed to stakeholders regularly and have helped guide new additions to the schedule including two block days and an advisory class. Students, teachers and parents have contributed to determining the school schedule and the norms during remote learning. It is felt that the administration is accessible and responsive to concerns. Although the OSA website holds a lot of information, it is not particularly user friendly. We need to do a better job at communicating in all ways - meeting announcements, encouraging enrollment. We could support families in a better way by offering seminars about technology use.

Areas that require attention

People would prefer that the Board increases their presence on campus. Some feel that the Board needs to become involved in fund-raising for the school. We need to have clearer procedures for filing a Uniform Complaint. We need to increase family and teacher involvement in the annual fund drive. Arts teachers would like to have facilities that can better accommodate their classes. In addition, there are perceived needs for supplies to help support students in the classroom.

There were many findings in terms of teacher support. Teachers want "real" professional development, in other words, experts brought in from the outside, as well as opportunities to attend conferences and trainings. We should offer more support to new teachers. If we invest in them they will be more likely to become part of the OSA community. New

teachers should have an experienced teacher presenting the same class so that they can collaborate. We need a more effective teacher evaluation system that promotes continuous growth.

We need to become more adept at formalized tracking of student performance and growth by department and grade level. Finally, there is apprehension on the part of the staff as to how OSA will accommodate new students as we transition from enrollment by audition to a lottery system.

e. Strategies and activities for addressing major student learning needs

1. Math Achievement for all, especially minority groups

College and Career Readiness

Students need to be “math ready” for college and/or career by taking and passing high school A-G math courses. We need to closely monitor student performance so that they will be well positioned for participating in college classes.

Student Support

We will provide a math support class that is well-structured. The student support team will closely monitor student progress and alert teachers, students, parents and the math support class teachers when students are struggling. They may also recommend students to join the math support class.

Academics

Math teachers will research and use best practices in their classes. Math teachers will work closely with the Student Support Team to monitor student progress and offer interventions at the earliest opportunity. Other academic departments will employ the math strands listed in their standards to support the math mindset.

Diversity, Equity and Inclusion

Math teachers will employ equitable practices in their classrooms. We will use equity rubrics to evaluate teacher DEI practices. Teachers will look for opportunities to introduce topics that are world-based. We will expand our hiring outreach to reach more teachers of color.

SPED

Math (and all) teachers will support SPED accommodations and bring a SPED mindset to their teaching. Math teachers will work with the SPED team to ensure student progress and success, in both classwork and tests.

Finances

Administration will work with the finance team to provide the funding necessary to purchase materials that may help with student learning. Funding will be made available for teacher professional development.

Communication

All stakeholders need to communicate fully to support math growth at OSA. Teachers need to alert students and parents of progress. The Student Support Team needs to be in communication with students, parents and teachers. The administration needs to monitor progress and present this information at both Board and Town Hall meetings.

2. Inclusion of Arts Field experience (CTE)

College and Career Readiness

Transitioning to CTE-based arts and academics integration will better prepare students for their future by giving them knowledge, experience and insight about future career paths, whether they attend college or go straight into a career.

Alumni

Increasing our alumni presence on campus will allow students to connect with former OSA students in the “real world”, helping the students deepen their understanding of how the arts and academics will influence their futures.

Student Support

The student support team will play an important role in monitoring and supporting struggling students as they attend classes with arts and academic integration. They will provide a broad view as to how students are doing with the newly integrated curriculums.

Academics

Academic classes will offer a higher degree of engagement for students as teachers begin to integrate CTE standards into their classes. Teachers will need support as they transition to the new curriculum.

Arts

Arts teachers will play a crucial role in delivering the CTE standards for their pathway and supporting the arts integration into the academic classes.

Diversity, Equity and Inclusion

Inclusion of arts field experience at OSA will help support diversity as students have opportunities for understanding their art from more perspectives (within academic classes). As arts are integrated into academic classes, there should be awareness of providing a global perspective. Student engagement should increase in all populations as art and academics are integrated.

SPED

SPED students may develop more understanding in their academic classes as the curriculum becomes more closely tied to their art pathway. Teachers will need to apply new types of accommodations as they adopt the CTE standards.

Finances

There will be additional costs as all classes require a wider range of materials to support the new CTE standards.

Communication

A great deal of communication will be required as we adopt the CTE standards, especially as the school integrates the standards into more departments. Parents will want to understand what this process entails and be made aware of student progress in both arts and academics. Progress in all areas will need to be fully communicated to the Board and at Town Hall meetings.

3. Support of Student Mental Health

College and Career Readiness

As we incorporate CTE standards into all curriculum, students will find their coursework more relevant and engaging. They may find their confidence increased as their artistic profile develops. Focus on and success in their art may support students' mental health.

Alumni

Increasing our alumni presence on campus will allow students to connect with former OSA students in the "real world", helping the students deepen their understanding of how the arts and academics will influence their futures. This may help lower anxiety levels as students have more understanding of their career path.

Community Building

Continuing and increasing opportunities for community engagement will support student mental health. Making friends and being part of a community will help students feel seen and understood. These supports will help alleviate feelings of isolation and support positive mental health.

Student Support

Growing the Student Support Team will offer opportunities for counseling, both one on one, and in small group settings when mental health issues arise. The team can also provide outreach for families and students who need additional mental health supports.

Diversity, Equity and Inclusion

Students of color have expressed feelings of alienation in classes where they are "different" or their culture is not acknowledged. Training for all in DEI principles and application of this learning in the classroom will make a more comfortable environment for all of our students. Increasing the number of teachers and staff of color will create a more diverse and inclusive school setting.

SPED

Bringing a SPED mindset to all of our work will provide more access to our curriculum for all students. As we increase our ability to honor SPED requirements, we will be allowing our SPED students to feel less anxious about their ability to participate in the classroom, thus lowering their stress levels and better supporting their mental health.

Finances

We need to provide the funding to support the mental health staff that is required to run one on one counseling sessions, lead mental health small groups, and track students who may be transitional in their living situation.

Communication

Communication and training needs to be provided for all stakeholders in support of mental health. We have many students who are exploring their gender identity, as well as their identity as an artist, and the community would benefit from seminars and presentations that offer ideas about supporting students through these times.

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school’s ability to address one or more of the major student learner needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program’s day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
OSA has a Vision statement that supports our students’ progress towards becoming adults who have access to their creativity and are able to fully commit to their community.	OSA Vision Statement

OSA has a Mission statement that emphasizes our	OSA Mission Statement
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<p>commitment to combining an arts program with comprehensive academics.</p>	
<p>Based on a perceived need gathered from all stakeholders, OSA embarked on a Creative Careers Pathways program, integrating arts and academics to allow students to better understand their future college and career choices.</p>	<p>Pathway Program of Study - Design, Visual and Media Arts Pathway Program of Study - Performing Arts</p>
<p>OSA went through the Charter Review process with our sponsoring district (Oakland Unified School District) in the Fall of 2019. After many meetings internally with all stakeholders, including faculty, staff, parents and students, and public meetings with the OUSD Board, our charter was approved with the mandate that we would no longer hold artistic auditions for entry but base enrollment on a lottery system.</p>	<p>OSA Charter 2020</p>
<p>During the school's process of developing the Creative Learning Pathways program, one committee worked on updating our ESLRs. The modified graduate profile is called READY and is in the process of being adopted by the school.</p>	<p>OSA ESLRs Grad Profile - READY</p>
<p>OSA designed a Diversity statement in recognition of the many types of students who are attracted to and attend our school.</p>	<p>OSA Diversity Statement</p>

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>During our initial Measure N work, we formed teams to work on and study different aspects of school culture. One of the study teams examined the vision, mission and ESLRs. During this time, the ESLRs were reformed into R.E.A.D.Y. Once the team was finished with their analysis, they presented their work to the entire faculty and staff during professional development.</p>	<p>Measure N Work READY - Grad Profile</p>
<p>In our culture surveys we ask if teachers feel that they understand the mission and vision of OSA.</p>	<p>Teacher Culture Survey</p>

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In our culture surveys, we ask parents if they attend meetings where information is communicated - Board meetings, APT, Town halls	Parent Culture Survey
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Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
This plan for remote learning was presented at the OSA Board meeting on Thursday, August 27, 2020, and approved on Thursday, September 24, 2020. This plan is also posted on the OSA website.	Learning Continuity & Attendance Plan 2020
ESLRs are posted in the classrooms.	OSA ESLRs
Case statements are made available to all stakeholders each year.	OSA Case Statement

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: INACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority’s role, including how stakeholders participate in the school’s governance?*

Findings	Supporting Evidence
<p>New Executive Director - This past spring, Ms. Sherman-Colt began her leadership of OSA at a time of great transition and uncertainty, and has made great strides in moving OSA forward this year. She has overseen the ongoing development of remote learning and has worked with the Board, faculty, and families to initiate a comprehensive strategy focusing on Diversity, Equity and Inclusion at OSA.</p>	<p>New Executive Director</p>
<p>OSA Board Members- Dr. Dianne Woods recently stepped into the Vice Chair role. And, while we have always had both past and present OSA parents represented on our Board, we have now enshrined this value in our recently renewed charter to have 3 voting seats for parents of current students and 1 non-voting student representative.</p>	<p>OSA Board Membership</p>
<p>Parent Involvement - The APT parent group encourages OSA parents to attend Board meetings.</p>	<p>APT/Konstella Newsletter Feb.2020</p>
<p>Faculty/Staff Involvement - Faculty and Staff make presentations to the Board about various topics including the results of benchmark testing, student support, CTE development.</p>	<p>OSA Board Presentation - September 2020</p>

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for*

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effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	Supporting Evidence

Relationships between Governing Board and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
Parents are encouraged to attend Board meetings and often report out during the Public Comment section of the meeting.	Board Meeting Minutes - 1/28/21
OSA has a Labor Management Committee called COSATS that attends Board meetings as well as meeting with school administration weekly	Work with COSATS Board Meeting Minutes - 1/28/21

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
OSA lists the discipline policy on the website and includes contact information for the school dean and a link to the Uniform Complaint Form. Currently, when a complaint comes in, it is evaluated and next steps are determined.	Uniform Complaint Procedures Uniform Complaint Annual Notice 20-21 Uniform Complaint Form

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program’s governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
While the Strategic Plan in place has expired, OSA has crafted a detailed plan with the goal of working within the guidelines of Measure N. This plan initiated large structural changes in the school schedule, implemented Intersession and Advisory, and put a Strong Student support team in place. The Student Support Team meets twice	Measure N document

<p>a week, once for COST (Coordination of Student Services) to go over immediate referrals and follow up on students already on the case load. In the second meeting The Student Services Team looks at overall student progress to see who needs to be met with, placed in student support, or have other interventions. The Student Support Team releases monthly Student Achievement reports to the faculty and holds weekly COST meetings for students who are referred. Students in Eligibility Support have a class placed on their schedule. This data is presented to the board at least twice a year (once with broad overview, another covering the achievement gap). In addition, Student Support has increased the number of informational sessions on college support and academics both after school and during advisory time. In addition, individual family conferences are held for students and families at the quarter. Our math and English departments have also taken data through placement and SRI tests to help identify students who need more challenge or extra help. Departments also meet to discuss rigor, curriculum, and students.</p>	
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School Action Plan Correlated to Student Learning

A3.2. Indicator: The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
OSA crafted a detailed plan with the goal of working within the guidelines of	Measure N document HS Student Achievement Report 9/19

<p>Measure N, using original goals outlined in the Action Plan. This plan initiated large structural changes in the school schedule, implemented Intersession and Advisory, and put a Strong Student support team in place. The Student Support Team releases monthly Student Achievement reports to the faculty and holds weekly COST meetings for students who are referred. This data is presented to the board at least twice a year (once with broad overview, another covering the achievement gap). In addition, Student Support has increased the number of informational sessions on college support and academics both after school and during advisory time. In addition, individual family conferences are held for students and families at the quarter. Our math and English departments have also taken data through MDTP and SRI tests to help identify students who need more challenge or extra help. Departments also meet to discuss rigor, curriculum, and students.</p>	<p>HS Student Achievement Report 3/20</p>
<p>These same steps have also been taken for the Middle School.</p>	<p>MS Student Achievement Report 9/19 MS Student Achievement Report 2/20</p>

Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>Time has been set aside for all arts and academic departments to meet during professional development (and</p>	<p>Referral for Student Support - Responses Bell Schedule - In School Professional Development - Before</p>

<p>sometimes beyond). Advisories meet once a week. Self reflection, discussion around best practices, and ideas on implementation and accountability are brought forth during these meetings. Arts teachers meet with academic teachers to develop integrated curriculum for the coming year. While this is happening on an informal level now, the school wants to make this practice more widespread. Arts and Academics teachers and staff continually collaborate to help support students.</p>	<p>School Professional Development '20-'21</p>
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Professional Development and Department/Division meeting times are there for people to communicate, address concerns, talk through issues, and work through problems. Many surveys have been sent out to students, families, and faculty to help identify areas of focus. In addition, annual anonymous surveys are sent to allow people to give feedback without fear of repercussion or judgement.</p>	<p>Professional Development - Before School Professional Development '20-'21 Parent Culture Survey Teacher Culture Survey Student Culture Survey</p>
<p>OSA faculty and staff communicate mostly via email. Communications to the families are via email and the APT uses Konstella. Planning is held on multiple platforms including but not limited to:</p> <ul style="list-style-type: none"> ● Department meetings ● Pathway meetings ● COSATS bargaining 	

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Differences are resolved with open communication at the various meetings.	
Planning is held on multiple platforms including Leadership Meetings	Leadership Meeting Agenda Leadership Meeting Email

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Teaching assignments are based on credentials and resumes reviewed by the Principal and for the Arts the Arts Chair for placement. Teachers with preliminary credentials are eligible to participate in two years of induction through the El Dorado County Office of Education working with an assigned mentor teacher	TIP Mentor Website HS Master Schedule MS Master Schedule

Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
Professional Development supports student learner outcomes by meeting as	Advisory BAWAR COST Report Student Support Services Team

a faculty in designated department meetings and weekly PD meetings.	
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A4.2. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence

Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
At department level, Math & English faculty is trained on MDTP and SRI and data analysis to improve instruction, particularly for struggling students. Math Teacher training through curriculum provider, CPM.	SRI Results MDTP CPM Use

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
OSA implemented a structured walkthrough/observation/evaluation platform (Bullseye) which standardizes teacher instructional expectations and provides targeted feedback. Teachers have one-on-one pre-observation meetings with either the Principal (academics/Special Education) and the Executive Director (arts) to norm and contextualize observations/evaluations. OSA administrators also regularly provide just-in-time support to faculty as needed and when administrators determine that intervention is needed.	Bullseye Observation Tool Teacher improvement plan HS Student Culture Survey MS Student Culture Survey

A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation*

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procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

Findings	Supporting Evidence

Communication and Understanding of School Policies and Procedures

A4.5. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.5. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
OSA has a formalized process for onboarding and providing norms for new faculty and staff.	New Hire Orientation Checklist Employee Handbook Fiscal Policies and Procedures Student Handbook

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school action plan, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1. Prompt: Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards

Findings	Supporting Evidence
Departments and Arts Chair prepare budget needs for the Principal every year. Teachers advise their chairs of needs. The finance committee typically meets the Friday before the next board meeting.	Annual Financial Audit Procedure Budget Planning Process DepartmentBudgetPlanning Finance Department Meeting Minutes

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<ul style="list-style-type: none"> OSA has a Fiscal policies and procedures manual that is updated annually. Guidelines in the document are followed to provide compliance with sound accounting practices 	Annual Audit 18-19 Annual Audit 17-18 Annual Financial Audit Procedure Fiscal Policies and Procedures

<ul style="list-style-type: none"> ● OSA is a district of one ● Annual audits are conducted by an outside auditor ● The finance department is working hard to provide a new spirit of translucency/transparency in financial matters 	
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Facilities Conducive to Learning

A5.3. Indicator: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>Ensuring that the facilities at Oakland School for the Arts are optimal for learning continues to be a work in progress. We have been consistently improving protocols for better access and safety, and have established a clear system for contacting the appropriate people for addressing facilities' issues, which has improved response times and efficiency. We have particularly responded effectively to the challenges of COVID-19 and remote learning by creating strong systems to meet technology issues. Our student support team have hand delivered Chromebooks and hotspots to students in need, have created book pick up times, and have created a strong technology support system to assist students and families who need assistance with any issues arising during distance learning. While our facilities are maintained to the best of our abilities, Oakland School for the Arts' buildings and classroom spaces require some improvements to better facilitate learning and safety. HVAC systems have</p>	<p>Facilities Manager Checklist Comprehensive School Safety Plan</p>

<p>consistently malfunctioned, creating overheated classrooms and improper ventilation. We are currently working with landlords to address issues, as well as looking for alternative locations that would better satisfy the needs of our school.</p> <p>Protocols for identifying unsafe conditions:</p> <ul style="list-style-type: none"> • The facilities manager does regular(monthly/annual depending on checklist) checks of the facilities. • Staff can report unsafe conditions via the Facilities online ticket system. Repair/maintenance priority is given to unsafe conditions. 	
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.

Findings	Supporting Evidence
<p>Emails were sent to families about Chromebook pick up and textbook pick up</p> <p>During COVID, textbooks have been available for pick-up at the school from 9am-4pm with a security guard offering safe admittance to students at the school entrance.</p>	<p>Technology Needs Email</p> <p>Support Letter for Student</p> <p>Online Book Access for Student</p> <p>Book Pick Up Dates - Remote Learning</p>

Resources for Personnel

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5.5. Prompt: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
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<p>PD is well documented</p> <ul style="list-style-type: none"> ○ Meeting agendas ○ Meeting Schedules ○ Feedback surveys ○ Student and Family feedback surveys <p>Department meetings bi-monthly</p> <p>TIP Induction Program for new teachers who are placed with mentor teachers</p> <p>All arts teachers are or soon will be CTE certified</p> <p>SPED: Teacher Collaboration Office hours</p> <p>Student Support for academics is offered</p> <p>Principal holds office hours for faculty and staff</p> <p>Looking for alternate ways of hiring staff to generate more equity and inclusion.</p> <p>HR staff has recently been utilizing new recruitment tools, organizations and websites.</p>	<p>Staff Technology Support</p> <p>Principal Survey: Faculty Needs Email</p> <p>Professional Development Calendar Q1 - 2020</p> <p>Student Support Schedule in Distance Learning</p> <p>Professional Development Calendar Back To School- 2020</p> <p>SPED Collaboration Hour</p> <p>PD Follow-up with Survey</p> <p>Principal Office Hour for Staff</p> <p>Meeting Schedule for Staff - 2020</p> <p>Teacher Recruitment 21-22</p> <p>New Teacher Induction Program</p> <p>New Hire Checklist</p>
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Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Twice a year OSA and CSMC do a deep dive in evaluating the financials, at first and second interim, to ensure all expenses line up to the budgeted amount. The budget is developed in conjunction with LCAP goals, which are in turn developed with community input.</p>	<p>LCAP 2018-19 (English) (Spanish)</p> <p>Learning Continuity & Attendance Plan</p> <p>LCAP Engagement OSA Newsletter</p> <p>LCAP Follow Up Sent to Families</p>

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> ● Accountability <ul style="list-style-type: none"> ○ Finance Dept. Annual report ○ Development Dept. Annual audit ● Capital Spending Alignment with Vision and Mission <ul style="list-style-type: none"> ○ Measure N Funding ○ CTE ● Stakeholder involvement <ul style="list-style-type: none"> ○ Board Meetings <ul style="list-style-type: none"> ■ Student and Parent reps ○ Pathway Design Process <ul style="list-style-type: none"> ■ Student Learner Outcomes ○ Strategic Plan Designing ○ Office of Advancement Committee Meeting (Public) ○ Finance Committee Meeting (Public) ○ APT Meetings ○ COSATS / Faculty and Staff 	<ul style="list-style-type: none"> OSA Case Statement - FY21 Measure N Document Finance Committee Minutes - 8/21/20 Fiscal Policies and Procedures Board Meeting Financial Data - 8/27/20 Board Meeting Financial Data - 9/24/20 Board Meeting Financial Data - 11/30/20 Finance Committee Minutes - 10/9/20 Finance Committee Minutes - 9/18/20 Office of Advancement Meeting Minutes LCAP Strategic Plan

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Salary transparency ● Strategic Plan - currently being worked on by all stakeholders <ul style="list-style-type: none"> ○ 4 Pillars create accountability ○ Financing for 3 year plan ○ LCAP 	
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Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>-OSA has a Fiscal policies and procedures manual that is updated annually. Guidelines in the document are followed to provide compliance with sound accounting practices</p> <p>-OSA is a district of one</p> <p>-OSA has contracts and internal controls in place</p> <p>-OSA successfully completed the Charter Renewal process through OUSD in the Fall of 2019</p>	<p>Annual Audit 18-19</p> <p>Annual Audit 17-18</p> <p>Cash Check Verification Form</p> <p>Expense Report Form</p> <p>Financial Procedures Slide Show Presentation</p> <p>Fiscal Policies and Procedures</p> <p>Internal Controls OSA</p> <p>Invoice for Guest Artists</p> <p>Purchase Requisition Form</p> <p>Charter 2020</p>

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
<p>Processes for implementation of financial practices: the school employs accountability measures to assure that personnel follow fiscal policies and procedures.</p>	<p>Finance Procedures 20-21</p>

Budgeting Process — Transparency

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A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
<p>The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.</p> <p>Development Process: Individuals involved = ED, DOR, accounting manager, tech director, departments, Arts Chairs, team coordinators</p> <p>Monitoring:</p> <ul style="list-style-type: none"> ● weekly meetings with CSMC ● weekly meeting with accounting manager and ED ● weekly meeting with ED and DOA ● monthly meetings restricted funding coordinators ● finance updates are given at the board meetings ● finance committee meetings take place once a month where the budget summary is reviewed <p>Transparency:</p> <ul style="list-style-type: none"> ● submission of reports to the district (2 interim reports, unaudited actuals, audit) ● audit report ● all posted online 	<p>Finance Committee Meeting Agenda 8/21/20</p> <p>Finance Committee Meeting Agenda 9/18/20</p> <p>Finance Committee Meeting Agenda 10/9/20</p> <p>Finance Committee Meeting Agenda 11/20/20</p> <p>Finance Committee Meeting Agenda 1/8/21</p> <p>Budget Monitoring Process</p> <p>Board Meeting Agenda 8/27/20</p> <p>Board Meeting Agenda 9/24/20</p> <p>Board Meeting Agenda 11/30/20</p> <p>OUSD Key Reporting Deadlines Calendar 20-21</p> <p>Budget Planning Process</p>

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
<p>The school provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.</p> <p>Reserves:</p> <ul style="list-style-type: none"> ● Board resolution 10% of operational expenses, districts 3% <p>Staffing for the school’s program:</p> <ul style="list-style-type: none"> ● School is staffed adequately ● With the elimination of auditions for grade 6 and the possible learning deficiencies due to COVID19, OSA will need additional support services for 21-22 ● When teachers are absent substitutes are sourced from: <ul style="list-style-type: none"> ○ Internal teachers want to teach the class and receive sub pay ○ Subs from third party vendors: <ul style="list-style-type: none"> ▪ Teachers On Reserve ▪ The Educational Team ▪ TemPositions 	<p>Salary Schedule 19-20 10% Reserve Resolution Job Posting Sites & Organizations</p>

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<p>Annual Marketing and Communications Strategies implemented by the Office of Advancement:</p> <ul style="list-style-type: none"> ● Marketing and Communications plans and calendars are implemented each year to support overall fundraising needs 	<p>OSA New Parent Flyer OSA Creates Flyer Oct 20 OSA Annual Fund FY21 Brochure '20-'21 CASE Statement Advancement Fundraising Goals</p>

<ul style="list-style-type: none"> • Case Statements, specific campaign-related brochures (like for our Annual Fund campaign) created to highlight unique needs for the school year • Other materials are created throughout the year in support of fundraising efforts including branded thank you cards, folders, t-shirts, posters • Presentations and decks are created at the start of each year to communicate fundraising needs that follow branding guidelines • Information - details about upcoming events, student or alumni highlights, special fundraising campaigns - is shared with the OSA community via social media outlets (primarily Facebook and Instagram) and two newsletters (one internal and the other that is donor-focused) <p>We measure our reach with communications by tracking newsletter open rates, click-through trends, shares and likes.</p>	
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Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> • Budgets are presented at board meetings for review, input and final approval. Board meetings are open to the public and public comment. • Final budget is on the website Historical budgets back to 17/18 are on the website 	<p>OUSD Key Reporting Deadlines Calendar 20-21</p> <p>Finance Committee Meeting Agenda 8/21/20</p> <p>Finance Committee Meeting Agenda 9/18/20</p> <p>Finance Committee Meeting Agenda 10/9/20</p> <p>Finance Committee Meeting Agenda</p>

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<ul style="list-style-type: none">• Financial audits are on the website back to 2013/14 school year• Budget information is provided to OUSD Charter School Office on required deadlines	<p>11/20/20 Finance Committee Meeting Agenda 1/8/21 Budget Planning Process Budget Monitoring Process Board Meeting Agenda 8/27/20 Board Meeting Agenda 9/24/20 Board Meeting Agenda 11/30/20</p>
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

In the OSA mission statement we describe our commitment to both academics and the arts for all students. Our vision is to promote student growth towards becoming critical thinkers, developing a commitment to community, being able to speak clearly and confidently on issues of importance and having the discipline to pursue their chosen future pathway. All of these traits are embodied in both our ESLRs and READY. Stakeholders are involved in all aspects of our school through attendance at our open Board meetings, Finance meetings, Town Hall meetings, and parent group meetings (APT). All of these events are publicized through the school newsletter, direct parent and community emails, the parent communication site, Konstella, and our school website. Our stakeholders (parents, faculty/staff, and students) are asked to fill in a yearly culture survey. We also take surveys when other important decisions are pending. The Leadership Team, in conjunction with the faculty, offer updates to the Governing Board periodically to keep them aware of student progress and other important information. The Governing Board has a public comment section near the beginning of every Board meeting and public comment is asked for after each agenda item. The school's Leadership Team meets every other week. Each member reports out and then the group sets plans based on these findings. These plans often include bringing issues to impacted stakeholder groups for discussion. Communication between the Leadership Team and stakeholders is open and encouraged. There have been instances of confrontation during professional development and parent meetings and the leadership team has given space for all issues to be discussed - with follow up happening later. Leadership has weekly meetings with the teachers union representatives. All teachers are qualified for the position they hold. Every year a number of new teachers are enrolled in the TIP mentor program and have on-site teacher mentors. Professional development is designed to promote teachers' growth and development in the classroom. Topics range from monitoring student progress, supporting struggling students, encouraging aspects of the ESLRs, or studying our practices around equity. Teachers are observed by Admin who conduct both a pre-observation and post-observation session. Evaluations are made using a standardized online tool for consistency. An employee handbook is available on

the employee shared drive and the student handbook is available on the OSA website for teacher and staff reference. Resources are allocated through discussions in Leadership meetings, Board meetings and Finance Department meetings. Input is received from parents, teachers, staff and the teachers union. Financial topics include hiring, compensation, facilities and teaching supplies. OSA is audited regularly and maintains the required surplus. OSA has developed and implemented policies and the necessary forms for all financial transactions. The school has a Department of Advancement which organizes fund drives and pursues grants.

Prioritize the strengths and areas for growth for Category A.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Areas of Strength**

Parent Involvement

Over 250 parent sign-ups have come through the volunteer catalogue.

School Attitude

Faculty, staff and students value and practice creativity.

College & Career Readiness

- Students are prepared for College.
- CTE curriculum and standards amplifies the artistic expertise of students
- Students are made aware of scholarship opportunities
- Work based learning opportunities are provided in several of the arts emphasis' with more internships and mentorships planned for the future

Alumni

-Alumni feel connected to OSA and come back to visit and lend their support by bringing their college or career experience to current students

Community

- Student Affinity Groups
- There is engagement of our community through Town Hall events, Board Meetings and the monthly newsletter
- A teachers' union was started in the Spring of 2019 called COSATS

Student Support & Engagement

- Our high graduation rate is an indication of strong student support and engagement
- Our high attendance rate is an indication of strong student engagement
- Student support team functions well and is constantly improving
- Our student support team uses data to promote positive student outcomes

Arts Division

- We provide strong artistic programming for our students
- We have an Arts Speakers Series which promotes interest and vision for our arts classes
- Arts departments provide performance opportunities for all eligible students

Diversity, Equity and Inclusion

- We committed to year long Professional Development training to understand and improve our DEI practices

SPED

- Special education services are provided by a strong team

Finances

- We have transparency in our financial procedures.
- There is more agency in resource allocation than ever before now that COSATS is active/partnering in resource allocation

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

Communication

- The Oakarts website contains a lot of information but it needs to be more user-friendly.
- There is room for growth in finding ways to help stakeholders.
- We need to encourage people to attend meetings so they are informed
- We should add a blurb to the newsletter to encourage people to come to the next board meeting
- We need a procedure for providing data if someone requests information in between our reporting deadlines.

OSA Board of Directors

- Need to heighten the Board presence on campus.
- Board goals need to be reshaped. It is a governing board and focus needs to shift to becoming a fundraising board.

Uniform Complaint Procedure

- Clearer procedures need to be developed so that everyone knows what will happen if a complaint is raised.

Finances

- Meetings of the Board Finance Committee happen at the worst times - mornings during the week when students, teachers, and many parents can't attend

- It would be nice to have the financial meetings when all can attend
- The budget comes from the board down, and we have only recently been granted access
- The cost of the student health/wellness centers are adding cost to the budget. These funds could have been spent on other things.

Facilities

- We need to look for new arts spaces/buildings that are safe, seismically retrofitted, have fire detection and suppression systems.
- We need to provide space and facilities that are specialized for arts.

Diversity, Equity and Inclusion

- We need to keep expanding our efforts in this area.
- We should work on increasing diversity and retention of teachers of color.

Alumni

- We need to leverage our alumni relationships more fully.

Advancement

- We need to increase family participation in the annual fund.
- We need employee participation in the annual fund.

College & Career Readiness

- We need to provide more work-based learning opportunities

Community Involvement

- Students/parents should be more involved in leadership positions.
- We should establish more of a social media presence.
- We should look for more collaboration and partnerships with other organizations.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
OSA graduates meet the University of California “a-g” guidelines by completing the following required series of courses: Art 4 years (Technique, Theory, and Production); English 4 years; Laboratory Science 2 years; Mathematics 3 years; Social Science 4 years; World Language 2 years; Advanced Elective 1 year	School Profile
8th Grade Social Science covers U.S. History	8th Grade Social Science Differentiated Project
1. Mathematics and other textbooks are based on current education research and thinking and are consistent with relevant California State Standards 2. Syllabus are developed for each course and shared with administration, parents, and students 3. Lesson plans are developed for each course 4. Appropriate assessment and tests show students are comprehending what we are teaching	Core Connections Geometry Standards CPM Text & Series Rationale Geometry Syllabus Math Lesson Plan Geometry Math Assessment

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5. We have an established threshold (GPA) which must be maintained in order to be eligible to perform.	
<ul style="list-style-type: none"> • Graduation rates • Percent of students going on to college • Attendance rates • Support / special help classes / counseling • Early college credit • Examples of textbooks being used 	SARC
Theatre courses are comprehensive.	Theatre Unit Plans

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
The school is transitioning from the ESLRs to the acronym READY, which are the qualities that we want to see in our graduates	Grad Profile - READY
Appropriate texts are available for all courses.	Textbooks & Materials
<p>Mathematics</p> <p>OSA uses CPM (College Preparatory Mathematics) curriculum for mathematics from CC1 (6th grade) through Algebra 2. The curriculum is aligned with California Common Core State Standards for Mathematics.</p> <p>OSA also offers Pre-Calculus and AP Calculus courses, as well as Statistics, which is taught by a visiting junior college professor. So, why was CPM selected in Mathematics? CPM stands for “College Preparatory</p>	<p>Core Connections Geometry Standards</p> <p>CPM Text & Series Rationale</p> <p>Geometry Syllabus</p>

<p>Mathematics”: that naming conventions says a lot. We are committed to getting our students not only career ready, but college ready, be that 2-year or 4-year. The CPM approach is itself evidenced-based. It is a Problem-Based, Collaborative, Mixed- Spaced practice approach to education. “Problem-based” means that students are challenged with thinking critically and analytically about problem solving approaches, often before they are given a formula, algorithm, or equation to solve. The problems are often presented in “real-life” manner and are not just images and graphs without relevant context. Collaborative means that problems are solved in teams where there is an “all-teach”, “all-learn” approach to group-based problem solving. This is an effective way for teaching math, while teaching life skills. Finally, we particularly like the “Mixed-Space” approach to mathematics which means that students have an opportunity to loop back and build on prior knowledge, and also complicate their thinking with different branches of mathematics being applied in the context of the same problem.</p>	
<p>Science OSA has a science curriculum sequence beginning with Earth Science in 6th grade, 7th grade life science, and 8th grade physical science in middle school. OSAs High School Graduation Requirements</p>	<p>Chemistry Syllabus 20-21 Science Curriculum CK-12 Option School Profile</p>

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<p>include 9th grade biology and 10th grade chemistry. Additional courses are available for further college readiness, including physics and environmental science. Health is included in the 9th grade Biology curriculum. These science courses are aligned with the Next Generation Science Standards. Some teachers use ck12 curriculum resources as a centralized curriculum for their science courses, as ck12 has NGSS-aligned curriculum for all of these subjects.</p>	
<p>English The ELA curriculum is based on Houghton Mifflin’s California Connections program. All grades also do Literature Circles. We focus heavily on developing reading skills with the goal of attaining a Lexile that is “College and Career Ready”.</p>	<p>Schoolwide SRI Results Literature Circles</p>
<p>Social Studies Middle school social science program is Cengage by National Geographic. We have an online and physical textbook and a rich curriculum that is integrated with a variety of online sources.</p>	<p>Social Science Syllabus SocialScience Intro to Medieval Times</p>
<p>World Languages OSA offers Spanish I/II/III sequence with honors options in II and III, and students also have the option to take American Sign Language through the Peralta system or online community college.</p>	<p>Spanish Project Spanish: Create and Act Out a Book</p>
<p>Advisory OSA offers an advisory course, which offers mixed-age, student-mentor based supplemental academic</p>	<p>Advisory</p>

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<p>counseling and addresses issues related to school culture, life skills, and issues in society. Also creates a friendly and caring community in between the students.</p>	
<p>Arts OSA recently transitioned the arts curriculum to fit within the CTE (Career Technical Education) model under the pathway Arts, Media and Entertainment Media Sector. OSA offers an AP music theory course and AP studio art. Arts emphases include pre-professional curriculum including internships, opportunities to work with renowned performers, CV and resume building. Courses include preparation in professional standards in the field. Also we offer elective classes that can expand students' knowledge to subjects that are related or helpful to their main major. For example, we offer compositions and audio production classes to all instrumentalists, piano class to non-piano major students and one of the elective classes is the collaboration between OSA and Purple Silk Chinese art organization through Laney College in Oakland and it would count as college credits. Students often go into the community to engage directly with working professionals in the field.</p>	<p>CTE AP Courses Offered Business of the Arts Electives for Arts Students</p>

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

Findings	Supporting Evidence

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p><u>OSA Graduate Profile</u></p> <p>We are transitioning to a new graduate profile named by its acronym: READY. (See evidence)</p> <p>Meanwhile, we are still preparing our graduates in the following ways:</p> <ul style="list-style-type: none"> ● Critical Thinkers <ul style="list-style-type: none"> ○ Methodologies in classrooms engage in real world ○ Holistic thinking ○ Problem solving skills/process- analytical, artistic, logical ○ Standards are connected to lesson plans- driving expected student outcomes ○ Teaching and understanding critique and feedback. The value of continued feedback and reflection ○ Navigating communication and developing tools for deeper thinking and inquiry ● Global Citizens <ul style="list-style-type: none"> ○ Internships and career readiness, teaching students 	<p>Grad Profile - Ready</p> <p>Internships- AnnaSara Mehouelly/Any’a Johnson- Oakland Central, GirlsRock Music Industry Summit Both students are in college music business programs</p> <p>Visual art Internships: Contemporary Jewish Museum, Yerba Buena Center for the Arts, Asian American Museum,</p> <p>Middle School Production Design Handbook</p> <p>Middle School Course Catalog</p> <p>Schoolwide SRI Results</p> <p>AP Visual Arts Thesis Presentation</p> <p>Senior Grants Project 2020 Overview</p> <p>SocialScience Intro to Medieval Times</p> <p>6th Grade ELA & SS Syllabus</p> <p>Bell Schedule In-School</p>

<p>professionalism, code switching and work school balance</p> <ul style="list-style-type: none"> ○ Academic content (relevance) ● Effective Communicator <ul style="list-style-type: none"> ○ 12 Grade AP Studio Art-started presentations of portfolio, rubric and expectations and assessment ○ Senior Grant Project ○ Planning and cooperation of student produced event (Vocal) to elicit an emotional and authentic experience with its audience. ○ Internships (<i>evidence pending</i>) ● Self Discipline <ul style="list-style-type: none"> ○ Internships ○ Our schedule (long arts block) building stamina ○ Management of long term projects to meet deadlines, benchmarks and progress towards completion. Measure of success is public and progress can be a reminder of a need to reflect on own practices. 	
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
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<p>High school English classes are incorporating art into their curriculum.</p>	<p>High School English & Arts CTE Integration High School Course Catalog</p>
<p>--Providing opportunities for oral presentations in both arts and academic to build professionally relevant communication skills (theater and 8th grade speeches)</p>	<p>8th Grade Speeches Theatre Unit Plans</p>
<p>--Have embarked on a process of integrating more Linked Learning practices between our academic and arts curriculum. --Incorporating a high level of academic rigor to certain aspects of the arts curriculum (writing artist statements, applying critical theory and art history terms to discussion of arts, business of arts class) (dance papers)</p>	<p>Creative Learning Pathways Student Artist Statement</p>
<p>-Arts integration: Teaching arts administration through vocabulary/language/writing skills that support professional studio habits such as producing personal biographies, arts reading and creating agreements, memorandums and contracts that support implementation of student driven art exhibitions</p>	<p>Artist's Bio</p>
<p>-New Works and other student performances combine multiple arts disciplines and auditions are available to all students.</p>	<p>Off the Table performances</p>
<p>--For students who have difficulty with traditional academics due to learning challenges (including IEPs or 504s), provide opportunities for alternative assessment via student's art medium English and Arts Integration (CTE</p>	<p>High School English & Arts CTE Integration</p>

alignment in English 9-12)	
--Invite local professional artists for master classes and special projects (vocal, visual)	Visiting Artist
--AP classes in both arts (for example Studio Arts/Visual Arts Emphasis and Music Theory/Vocal Emphasis) and academics (USHistory, Calculus)	AP Courses 20-21

Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>English/Language Arts ELA12 students are each completing a capstone project, most of which involve some degree of community outreach. 6th graders take an annual field trip to the Oakland Public Library to learn about their resources.</p>	Senior Project
<p>Math Students have participated in the Math Olympiad.</p>	Math Olympiad
<p>Social Science Teachers use resources from a local organization Facing History in their curriculum.</p>	Facing History Lessons
<p>Science Honors Physics participates in a Bay Area wide engineering competition that focuses on building a sustainable and aesthetically designed bridge.</p>	Engineers Alliance for rhe Arts Engineers Alliance for rhe Arts 2021 Schedule Robotics Announcement Sea Lion Bowl

<p>The competition focuses on engineering skills that combine aesthetics, practicality and sustainable design. We have participated in the Pioneers in Education (PiE) robotics program in partnership with a UC Berkeley student organization that provides mentors to our team as they prepare for a competition.</p> <p>High School students have participated in the Sea Lion Bowl, a nationwide competition with our local event happening at CSU Monterey Bay</p> <p>7th Grade girls interview for spots at TechTrek - a weeklong science summer camp held at Sonoma State, sponsored by the AAUW</p>	<p>TechTrek Summer Camp</p>
<p>Electives</p> <p>Leadership collaborates with a local chapter of Toastmasters to teach a public speaking unit once a week for 8 weeks.</p> <p>Ethnic studies students participate in community action projects where they volunteer with specific organizations.</p>	<p>High School Course Catalog</p>
<p>Arts: Design Pathway</p>	<p>OSA Community Partners List</p>
<p>Visual Art</p> <p>The VA classes are challenged thematically and professionally with Collaborations/Exhibitions via local Galleries (eg. Sanchez Contemporary, Joyce Gordon, Betty Ono).</p> <p>Students apply and are accepted to Internships at:</p> <ul style="list-style-type: none"> ● Asian Museum of Art SF ● Jewish Museum SF 	

<ul style="list-style-type: none"> ● Oakland Print Shops, Design Firms and Architects (some no longer in Oakland) ● Cape and Cowl Comic Books <p>VA classes visit OMCA, SFMoMA, MOAD, Legion of Honor, DeYoung, Asian Art Museum, Jewish Art Museum and more. We participate in their education programs for public schools.</p> <p>OSA students are in community-based student art groups at Flax Art and have made public art that is showing now on billboards and bus stops.</p> <p>Step-It-Up programs engage students from feeder schools and OSA students help out with the VA SIU classes.</p>	
<p>Literary Arts</p> <p>Students did readings at Litquake’s culminating event, the <i>Lit Crawl</i> and will be published in Writopia Lab's teen litmag <i>The Ellipsis</i></p>	
<p>Production Design</p> <p>Mini shelters, a program building shelters for the homeless in Alameda county.</p>	
<p>Fashion Exploratorium Project</p>	
<p style="text-align: center;">Arts: Performance Pathway</p>	<p style="text-align: center;">OSA Community Partners List</p>
<p>Theatre</p> <p>Collaborations/workshops with local theatre companies; Crowded Fire Theatre Company, and Theatre of Yugen (San Francisco)</p>	

<p>Vocal</p> <p>Collaborate with local companies to raise money for Oakland Children’s Hospital, and to raise money for OSA; Jennifer Johns, The Seshen.</p> <p>Collaborate with many local organizations to provide vocalists for events, Notes to Words, Coldplay’s world tour SAP center show, SF Gay Men’s chorus among many others.</p> <p>Step-It-Up programs engage students from feeder schools and OSA students help out with the VA SIU classes.</p>	
<p>Instrumental</p> <p>Collaborate with performance based organizations: SF Symphony, SF Performance, Cal Performance, Kronos Quartet, SF Jazz, Purple Silk Music Education Foundation, San Francisco Botanical Garden, Mercury Soul</p> <p>Partnerships with higher education: California Jazz Conservatory, Cal State East Bay University, SF State University, Stanford University, Berklee School of Music, Oakland Symphony</p>	

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
There are numerous opportunities for students to learn about the range of realistic college and career options as well as to explore different educational opportunities both at OSA and with affiliated programs and institutions. Students are also supported throughout the process of applying to colleges and universities.	(see evidence below)
ENROLLING IN OSA & CHANGING SUBPATHWAYS The process begins when students first consider attending OSA. While we are phasing out the audition process, prospective students and families are given the opportunity to visit the school and are given guidance for selecting the subpathway. Once enrolled in OSA, students are informed in Advisory, via bulletin boards, and through other means about the process for transferring to a	OSA Audition Dates, Open House, Campus Tours OSA Enrollment Process Change of Arts Subpathway Form

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<p>different sub-pathway on an annual basis.</p>	
<p>COLLEGE ADVISING Students are advised within their sub-pathways on colleges specific to their arts. They learn about the different types of programs and schools available to help them find the best fit for them and their goals. Academic counselors help students find schools and programs they want to apply to, apply to them, find scholarships and apply for them, apply for financial aid, and more.</p>	<p>College Counseling & Naviance</p>
<p>APPLYING FOR COLLEGE Students can enroll in a one semester course to help with the college application process</p>	<p>College Support course for seniors and juniors</p>
<p>GRADUATION REQUIREMENTS The Academic Counselors regularly monitor and consult with students as to their progress with A-G requirements.</p>	<p>OSA A-G Course List - 2021</p>
<p>EARLY COLLEGE CREDIT Students are provided with opportunities to take community college classes both in-person and online, either with other OSA students or with college students. They are able to earn credit for high school graduation as well college credit. Students are also given time during</p>	<p>Early College Credit</p>

<p>the school day to complete work for these courses.</p>	
<p>CAREER ADVISING</p> <p>Numerous opportunities for career advising and experience are offered both through the subpathways as well as through academic classes. Arts teachers regularly hold sessions where they help students develop resumes, look at pre-professional programs, and explore the job market for their field. Internship opportunities are regularly coordinated through the subpathways. Finally, the recently developed Business of the Arts class takes a deep dive into various aspects of being an artistic professional, including resume writing, job search, and finances.</p>	<p>Business of the Arts - Course Map Creative Career Pathways</p>

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Academic and art teachers work closely with the 504 Plan and Special Education teams to make sure that all students - including students with disabilities who have difficulty</p>	<p>IEP (redacted) 504 Plan (redacted) PowerSchool IEP Notification IEP- El Dorado SELPA</p>

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<p>accessing curriculum--have access to all curriculum including offering accommodations, modifications (such as with the use of assisted technology), and various support services.</p> <p>See Evidence: Some forms and documents for Special Ed Team and 504PlanTeam.</p> <p>Also there is a button in PowerSchool if a student has an IEP or 504 Plan so that teachers can easily access information on a student's disability and/or read the academic accommodations that will help them to better access the curriculum.</p>	
<p>Students lead programs like Off The Table help students use their arts to find their voice.</p>	<p>Off The Table</p>
<p>Highly trained arts educators/working artists providing rigorous training in their field both in the classroom/studio and through frequent local and national field trips and master classes.</p>	<p>Kev Choice, Instrumental Music Pablo Cristi, Artist Savage Dance Company OSA Creates Vocal Rush</p>
<p>Academic teachers and Arts Faculty who are grounded in the current grade level curriculum provide links to current events and current cultural phenomena to make the curriculum both relevant and rigorous. Examples: Many classroom discussions and art making related to the recent Black Lives Matter movement, the 2020 Election, the COVID19 Pandemic, etc.</p>	<p>Get Out the Vote Black Lives Matter ART</p>
<p>Partnerships with many local arts organizations that provide internships and other opportunities for collaboration.</p>	<p>CTE Partnerships 20-21</p>

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<p>Access to college-level curriculum via AP courses in both Arts and Academics as well as opportunities for concurrent enrollment with community colleges including one directly transferable English class that is offered on campus.</p>	<p>Early College Credit</p> <p>AP Courses 20-21</p>
<p>As we are an Art School, we are looking at preparing students for the Real post-secondary World, through the lens of the Art Career Pathway. Thus, we are now requiring <u>all</u> students to take the Business of Arts course which provides important practical tools to navigate a career in the Arts or an alternative career that may be informed by the arts education that students receive at OSA.</p>	<p>Business of the Arts - Course Map</p>
<p>In the Fall of 2020, we also began offering an optional College and Career Prep course taught by our college counselor.</p>	<p>College Support course for seniors and juniors</p>

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals. We also organize parent-teacher intervention meetings for students</p>	<p>(see evidence below)</p>

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<p>whose grade point averages have fallen below the minimum acceptable level to participate in arts performances or exhibitions (2.5 GPA). Teachers also meet with parents and students as necessary based on observations in the classroom.</p>	
<p>OSA takes a collaborative stance with parents to meet students' educational goals. Parents, students, and staff members come together during COST (Coordination of Services Team), IEP, and 504 meetings, and offers support based on the 3 Tier RTI model. The Staff collaboratively examines and monitors student progress. The staff keeps the faculty aware of changes in student support structure.</p>	<p>Professional Development Session About Eligibility 3 Tiers of Student Support Student Support Changes</p>
<p>Eligibility contract used to engage students and families in an accountability system to keep grades up so that they can participate in performances.</p>	<p>Student Success Action Plan</p>
<p>Teachers and Student Support Staff collaborate as a whole school and by grade level to track equitable communication with families to support student academic achievement and mental health.</p>	<p>Grade Level Discussion - Adaptations for Remote Learning Students of Concern Update</p>
<p>Administration and Student Support Staff administer regular surveys to solicit feedback from families and students, then engage school staff in meetings to adjust OSA practices to better serve parents and families. These meetings are informed directly by survey results.</p>	<p>Student Survey - Remote Learning</p>

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<p>OSA APT (Alliance of Parents and Teachers) meets monthly, connecting parents with issues on the school at large. Prior to COVID, our arts chairs hosted monthly parent meetings on their sub-pathway following these meetings. Both of these meetings touch on college preparedness and provide a venue for parents to connect with teachers on students' educational goals.</p>	<p>APT Newsletter APT - Vocal Department Meeting</p>
<p>Principal Mike Oz holds weekly Office Hours that are open to parents, staff, and students.</p>	<p>Principal Office Hours</p>
<p>Town Hall Meetings are run once a month to foster collaboration between school staff, students, families, and community partners.</p>	<p>Town Hall Meetings on School Calendar Town Hall Presentation - September 8, 2020 Announcement of Town Hall - OSA Newsletter: September 2020</p>
<p>Counselors and teachers keep students and families aware of opportunities for career exploration and development.</p>	<p>Make School Offer</p>
<p>Teachers, Administrators, and Student Support Staff use Talking Points, a 3rd party family communication tool, to maintain regular communication with families. This platform provides enhanced communication support because it automatically translates messages from school staff to the language preferred by families, and it allows school staff to regularly communicate with families without using their own personal phone numbers.</p>	<p>Talking Points Conversation I Talking Points Conversation II Talking Points Conversation III</p>
<p>OSA holds an annual back to school night during the first quarter to foster</p>	<p>Back to School Night Plan Back To School Night Slides</p>

early relationships between teachers and families around student support.	
As a standardized practice, especially during remote-learning, teachers send Google Classroom invitations to a family member of every student to make sure all families can access students' work and progress track for all their classes. Google Classroom is OSA's primary learning platform for all classes across the school during remote learning.	Parent/Guardian Google Classroom Summary Parent/Guardian Google Classroom Invite

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Visual Arts: The department facilitates internships for juniors and seniors within the local art community The 12th grade VA curriculum addresses and informs students about artist CVs, resumes and college applications</p>	AP Studio Art Resume Rubric Visual Arts College Visits
<p>College presentations by visiting institutions, both artistic and academically-based</p>	College Visits Announcement of College Visits
<p>Early College Credit on campus (English 1A, Stats) and enrollment process (dual enrollment page on site)</p>	ECC English Course At OSA ECC Math Course at OSA
<p>Student Support Team- monitors A-G progress for all HS students, assists student in enrolling in community college courses to earn early college credit Eligibility support (academic support) offered 4 afternoons a week</p>	OSA Academic Counseling Website Students of Concern Update

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Faculty offer students opportunities to develop professionalism in the arts	Professional Audition Prep
Business of the Arts class for all 9th graders exposes these students to the business side of pursuing an artistic career	Business of the Arts Syllabus
Artist Series- inviting industry professionals to speaking events for all OSA students allowing them to hear about the realities of an artistic career	Artist Speaker Series
College Support Class offered by the College and Career Counselor Comprehensive website that students can use in the college application process, linked with Naviance Succeed	College Support course for seniors and juniors OSA website support for college preparation

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

OSA provides a rigorous and effective curriculum to all students. We follow all state standards, both Common Core and NGSS, and have begun integrating CTE standards into our classes. We use texts and materials that are aligned with the standards. We track the effectiveness of our teaching methods through benchmarks evaluated several times throughout the year. We have used the principles of our ESLRs for many years to provide a framework for student expectations. We have begun transitioning to a new grad profile that is more in keeping with current OSA culture. It is based on the acronym READY, and we believe that it will be easier for all stakeholders to remember and apply. Courses incorporate the principles of the ESLRs and READY by presenting students with lessons that require that they think critically and creatively, to become aware of local, national and global issues. They are also asked to communicate their thoughts in class, with formal and informal presentations, at school meetings or events and when they participate in presenting their art to the community. Students are held to high standards of discipline, including completing their academic coursework while maintaining their art practice. All courses are UC "a-g" approved. Every high school class has a College and Career Readiness component that students follow. We have begun integrating CTE standards into HS English classes and will continue on with this introduction process over the next few school years. We have many, many partnerships with local artistic groups. We have also formed academic connections with local groups such as AAUW and the Lake Merritt Science Center. We encourage enrollment from local elementary schools, especially Title 1 schools, through our Step-It-Up artistic mentor program. We connect with our local community college programs through dual enrollment courses offered on our campus. Besides offering the full complement of UC "a-g" courses for all students, we also offer several electives at the high school level and are ensuring more career-focused experiences as we fully implement our Inclusion of Arts Field Experience program. Our arts teachers are practicing artists, which provides our students with access to their career experiences. All teachers strive to create an engaging and relevant curriculum, by including real world problems and situations in their lessons. All stakeholders participate in student monitoring and support with the guidance of our Student Support Team. There are clearly defined routines for teachers alerting the team to student struggle (COST Process). The team keeps track of student progress and eligibility and passes early warnings about student difficulties to parents and teachers. There are also several support opportunities available where students can get help, whether enrolling in a support class or by attending team run support sessions. Students have access to

college counseling by making an appointment with our college counselor. They can also enroll in a College Support course as a Junior or Senior. We offer opportunities for students to experience college coursework through our dual enrollment offerings and our AP classes for both academics and arts. Through the introduction of CTE standards our students have begun to have access to practical experiences relevant to their field of art.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Arts

- An arts school with arts faculty who are all professionally-trained artists.

College and Career Readiness

-CTE development that is integrating arts and academics even more with a career-pathway perspective,

-We provide students with real world experiences that will help them be successful in either post-secondary schooling or career opportunities.

SPED

-We are an inclusion school regarding students with IEPs so access is foundational in our approach to teaching arts and academics.

Curriculum

-Academic teachers and arts Faculty who are grounded in the current grade level curriculum provide links to current events and current cultural phenomena to make the curriculum both relevant and rigorous.

Examples: Many classroom discussions and art making related to the recent Black Lives Matter movement, the 2020 Election, the COVID19 Pandemic, etc.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

Math

-CPM curriculum should find even more practical, “real-life” problems which may speak more to our students of color.

College and Career Readiness

-One important gap in our curriculum and public messaging is the value in teaching students at the high school level how to get a job and be independent without needing to feel they must go to college in order to be successful. We feel this could be an important motivator for those students who may have no plans or interests in a post-secondary education. This would provide more value to an OSA diploma and not less.

-Since Economics is a required course, it would be very useful to provide some more practical education on budgeting and cost of living in the Bay Area, etc.

SPED

-Despite our strengths as an Inclusion school, the Special Education Department still gets marginalized too often and there are still too many general ed and arts teachers who do not fully understand their crucial, even legally mandated, role in implementing and even abiding by a student's IEP. We need to keep growing our Inclusion Mindset!

Communication

-Support families to most effectively utilize technological tools to enhance communication with school staff and support of students.

Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Academic Curriculum	
<p><u>World Languages - Spanish</u></p> <p>Students learn to understand languages on a structural level. They combine memorized information in order to express their own meaning in a language other than English.</p> <ul style="list-style-type: none"> - Students work with a partner to learn and create responses to prompts or complete presentations. <p>There are regular skits with very broad requirements. These allow the students to develop and express their own ideas in Spanish. The end results are open-ended, not narrowly scripted, skits.</p> <ul style="list-style-type: none"> - Students learn about other countries, their history, art, and values. They learn to question their own cultural biases and assumptions by contrasting them with what they learned about other languages. All students prepare a presentation about a topic from their art sub-pathway as related to a Spanish-speaking country that they investigate. - Students learn to instantly react to spoken and written Spanish prompts. 	<p>Spanish: Create and Act Out a Book</p>

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<p>For example, students have conversations on the spot with the prompts provided.</p>	
<p><u>Science: 9h Grade Biology</u> Students investigating natural phenomena which are relevant to the world around them. Students ask deep questions about things they know and they learn how to explain and test possible answers. Students develop models of reasoning to explain how the natural world works, test them against new evidence that is presented by the teacher, and then create new models that synthesize new information. Students work in teacher-led discussions, in small groups, and individually in each unit. An example unit would be Photosynthesis: In groups, students examine how a closed glass sphere can allow shrimp and algae to survive several years. As a class, students learn vocabulary to help them explain their thoughts. They then develop a model that would explain how this is possible in groups, and learn new knowledge about what organisms need to survive individually. They examine how photosynthesis works in lab groups, write a lab report that explains their results in partners, and revise their model by explaining what they learned. They are then assessed on their content knowledge individually in a formative assessment</p>	<p>Photosynthesis Lab Report #1 Photosynthesis Lab Report #2 Photosynthesis Study Guide Student Biology Lab - Homeostasis and Exercise</p>
<p><u>Science - Healthy Relationships, 9th grade</u> Students think critically and analyze their own culture and society during the healthy relationships unit. They explain their points of view and attitudes and beliefs of people around them.</p>	<p>BAWAR Slides</p>
<p><u>English 6</u></p>	<p>Parent Member Reaction-C1.1</p>

<p>After reading <i>The Giver</i>, by Lois Lowry, our 6th grade students were tasked with answering one of four deeper thinking questions about the text in an assertion paragraph. (This aligns with the following standards: CCSS.ELA-LITERACY.RL.6.1 and CCSS.ELA-LITERACY.W.6.1)</p> <p>Throughout the course of the year, the scaffolding/supports on this assignment (paragraph building, providing evidence) will be slowly removed. This way, the students should be able to build a strong paragraph on their own by the end of the year.</p> <p>(This evidence comes from half-way through the year. Some supports have been removed, but others are still present in the documents the students use to build their paragraphs)</p>	<p>The Giver Paragraph #1 The Giver Paragraph #2</p>
<p><u>6th Grade English</u></p> <ul style="list-style-type: none"> 6th grade English students have experience working with graphic organizers in order to understand standards and expected performance levels <p>During the writing process, students had a pre/during/post writing given a five paragraph graphic organizer that specified the content that needed to be in each: the introduction, the body paragraphs, And the conclusion.</p> <ul style="list-style-type: none"> 6th graders have experience working with rubrics organizers in order to evaluate their work and to evaluate their fellow student's work. <p>In the Social Studies class, students began the year learning the tools of the historian by looking at themselves. They made a book about their own life, that included</p>	

<p>a timeline and five main historical events. They were then given a rubric to grade their peers' books, making sure that the book had all of the content requirements, like the timeline and five historical events.</p> <ul style="list-style-type: none"> • During the writing process, students are provided with a checklist that explicitly states how to edit each other's work and they use editing symbols. While writing narrative essays, students switch papers with a classmate and edit. • 6th grade students are provided with step by step project planning guides that outlines tasks they need to complete projects English students fill out a task list for final project completion In English, students decide on the novel they want to read in Literature Circles. • 6th graders students have projects that allow for expression of multiple intelligences. Students approach novel study by dancing, acting, illustrating a scene. When they read Watson's Go to Birmingham, students creatively approached the bombing of a church in Birmingham as they wished. 	
<p><u>7th grade ELA</u> Students are currently reading novels through small-group literature circles where they have a weekly reading assignment and complete structured</p>	<p>English 7: Shadow Spinner Theme English 7: Shadow Spinner Assignment</p>

<p>assignments that change on a weekly basis. Every student is accountable to their group for the independent out-of-class reading and required deliverables.</p> <p>Later, students will produce a multidisciplinary cumulative project that will include skills from other academic and artistic programs. This final project will challenge their abilities in both the understanding of their novel as well as their talents in their individual career pathway.</p> <p>The difficulty and amount of reading is challenging and the assignments are rigorous. The novels are culturally relevant in that they all deal with a common theme about being guided by a unitary cause and facing adversity.</p> <p>Additionally, students have daily assignments where they practice identification, usage, and correction of advanced grammatical conventions. Current topics include the identification of indirect objects, transitive and intransitive verbs, and active and passive voice. Moreover, students gain practice in the subtle difference in meaning that a change in a particular grammatical structure will create.</p>	
<p><u>8th Grade ELA Classes</u></p> <ul style="list-style-type: none"> ● Lit circles in each of the ELA classes provide students with many opportunities to interact in student-led discussions, interact with each others' work, as well as reflect on their work. Groups are differentiated by Lexile level of reader and text, as well as interest. ● Peer editing in English classes. 	<p>8th Grade Literature Circles 8th Grade Literature Circles Handout Peer Edit Worksheet Conclusion Paragraph - 8th grade Speeches</p>

<ul style="list-style-type: none"> ● Oral presentations and essays across grades and subjects including the arts. Structured critique. ● Open-ended responses for all ELA classes ● 8th grade speeches 	
<p><u>Social Studies 6</u> After learning about the different pieces of a map, and many different landforms, students were given an assignment to create a map of a fictional country. The requirements were to include no less than 5 physical landforms, 5 fictional cities, a capital city notated with a black star on the map, and a compass rose</p> <p>The students use this knowledge and map-building skill throughout the year as we move through history. They apply the landform knowledge, directional knowledge, and cartography to build maps of each additional region we study</p> <ul style="list-style-type: none"> ● 6th graders are given choice and voice. <p>During a unit about Ancient Egypt, students choose a pharaoh they are interested in researching. They can make an interview or a power point, and focus on what aspect of the pharaohs' achievements are of interest.</p>	<p>Map Project #1 Map Project #2 Map Project #3</p>
<p><u>Social Studies 8</u> The students were given a set of readings regarding what life was like in the 13 colonies. The project consisted of reading and processing the information, then creating a slideshow which addressed many different topics, including climate and geography, home life, family structures, religion, occupations, food and leisure activities, education, and social class structure. The students were</p>	<p>Colonial Life Project Colonial Life Project Example#1 Colonial Life Project Example#2</p>

<p>challenged with deciding how they wished to address the different subjects in the slideshow--some simply wrote nonfiction pieces on the topics, while other students created characters and wrote letters or journal entries in the voice of their fictional, historical figure. The students were then asked to create art pieces and include them in the slideshow.</p>	
<p><u>High School Social Science Classes</u> 10th graders are challenged in their courses by applying historical knowledge and evidence to current day issues</p> <ul style="list-style-type: none"> ○ On each Friday of World History, two students present a current event to the class and engage the class in discussion questions by acting as facilitators. <ul style="list-style-type: none"> ● 10th graders engage in project based learning aimed to create student choice and diverse topic options so that they can educate their peers <ul style="list-style-type: none"> ○ Some examples of student centered projects that have been in World History have been the Border Conflict Research Project, World Religions Project and Colonization Case Study Projects. Students are given the choice as to which specific topic they want to research and create a presentation and usually will either present to the class or in small groups. ● Social Studies classes utilize projects to help expand on course 	<p>Border Conflict Project Wiccan Religion Current Events Assignment Intro to WWII Simulation</p>

<p>materials. Students are able to choose their topics for projects in order to create more engaging work.</p> <ul style="list-style-type: none"> ○ Students in World History also engage in historical simulations meant to mirror different events in history to gain a deeper understanding of that historical event. Examples of historical simulations are: WWI Alliances, Trench Warfare, Imperialism in the classroom, French revolution class systems. 	
<p><u>CC2 Math-7th Grade</u> Students solved problems using scale drawings of Geometric figures. They created scale drawing and computed the actual length and actual area of the figures using the given scale before doing the Build the house Desmos activity for CC2.</p>	<p>Build Your House Project Student Classwork</p>
<p><u>Math (6-8th CPM, Algebra 1, 2, Geometry, Precalculus and AB and BC Calculus)</u> Students are asked to use the language of math to understand mathematical models (linear, parabolic, exponential) in a verbal, algebraic and graphical way.</p> <ul style="list-style-type: none"> - Students work in groups, communicating and assisting each other attempting to solve problems that have been presented to them - Students are asked to then solve problems on their own via homework, quizzes and tests. - Students are then asked to correct any work that they first did incorrectly by redoing the work where they went wrong and then 	<p>CC1-Chapter 6 Team Version CC1 - Mastery Check Algebra2 Linear Programming Project Algebra2 Covid 19 Task Algebra 1, Chap 5 Test Algebra 1, Chap 5 Test Retake</p>

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<p>explaining what they did and why it is correct, essentially explaining or teaching</p> <p>Students need to understand how to problem-solve. The construct of mathematics builds student confidence in taking a problem and building a logical argument that takes them to a solution.</p> <p>We use College Preparatory Mathematics for most of the curriculum (6th grade math through Precalculus) which allows students to investigate problems in teams. We then review these ideas as a whole class.</p> <p>Students are able to keep learning math up to Calculus 2 (BC Calculus) This is the first year that we have offered BC Calculus.</p> <p>Teachers do not grade on straight percentages but based on what kids know. If they show that they have learned some of the material, they do not fail. We see that they are striving towards a goal.</p>	
<p>Math - 11th Grade Geometry</p> <p>11th grade math teacher explains relevance in the real world.</p> <p>Math problems and graphs are connected to life situations, like paying a mortgage and a bill.</p>	<p>Real World and Arts Connection</p>
<p>Arts Classes</p> <p>Teachers engage students with incorporating their art emphasis or individual backgrounds into class curriculum</p>	
<p>Literary Arts</p>	<p>Literary Arts Portfolio Instructions</p>
<p><u>Vocal Music</u></p>	<p>Vocal Music: Online Tools</p>

<ul style="list-style-type: none"> • Vocal music students are learning sight reading skills, both solo and choral* 	
<p>Arts Curriculum</p>	
<p><u>Audio Production & Engineering</u> Putting students into separate breakout rooms and having them explain their process of how they work including new vocabulary and strategies that are taught during lectures.</p> <p>Part of the daily participation grade relies on students showing the work they accomplished during each class. Either they send me their project session or they share their screen over zoom. Progress is recorded to make sure they can provide proof of work.</p> <ul style="list-style-type: none"> • High school students specifically in Audio Production are quizzed on knowledge to be held accountable for their learning and participation <ul style="list-style-type: none"> ○ Examples of knowledge: Having students set up a recording session while talking through what they are doing and having them identify specific microphones and how you would use them. Also requiring them to collaborate with students outside of their emphasis such as sound design for film, providing music for theater or a fashion show, and creating sound effects for a haunted house. We also run live sound for OSA concerts and every student is graded on how 	

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they participate during each show.	
<p>Middle School Digital Media Students are given technical and creative challenges. They are asked to keep track of the progress and instructions for given assignments. Lab lessons focus on building a specific relevant skill with an end product finished within a week or less to demonstrate proficiency. Critique...</p>	<p>MS Digital Media Slides, Sem2</p>
<p>High School Digital Media Students are given projects with more personal input. Projects are designed based on occupational relevance and relevance to the students (based on class feedback). Lab lessons focus on building a specific relevant skill with an end product finished within a week or less to demonstrate proficiency.</p>	<p>Senior Portrait Project Yearbook Spread Design Requirements High School Lighting Lecture</p>

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
<ul style="list-style-type: none"> Students need reinforcement of etiquette, standards and expectations in arts and academic classrooms. In middle school, connections between arts and academic teachers serves to keep students on track. For example, students are reminded by dance teachers to 	<p>Organizational Skills Survey</p>

<p>represent their best selves in academics, as well as the art.</p> <ul style="list-style-type: none"> • Students are challenged to remember class expectations and as they move through upper grade levels, they are required to maintain a level of independence and professionalism. <p>Middle school</p>	
<p>Academic Curriculum</p>	
<p>Parent input</p>	<p>Parent Member Reaction-C1.2</p>
<p><u>Social Studies 6</u></p> <ul style="list-style-type: none"> - Students are provided with teacher created answers to questions so they can “check their work” against the teacher model. Students are being given constructive feedback on assignments so that they can better understand what is expected of them in class. 	
<p><u>Social Studies 8</u></p> <ul style="list-style-type: none"> - Students are provided with examples of work so they can compare their progress with the teacher-provided model. Teacher checks for understanding verbally and in writing with students frequently, using “Do Now” (warm-up) activities to ensure that students are keeping up with the material and responding to assignments productively and effectively. 	<p>Do Now Week29A Do Now Week29B</p>
<p>ELA</p>	<p>Common Core Standards-based Rubric</p>

<ul style="list-style-type: none"> ● Rubrics for grading based on Common Core standards ● SRI tests for college readiness in reading ● Common Core standards-based questions and responses for ELA classes (Example: CCSS.ELA-LITERACY.WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources) 	<p>SRI Data Common Core Standards-based Assignment</p>
<p><u>English 6</u></p> <ul style="list-style-type: none"> - Students are provided with examples of writing as the ‘standard’ so they can see the model of writing the students should aspire to do. Teacher checks in with students frequently to make sure they are following along with the material. From the beginning of the year to mid-way through the year, the amount of work has been ramping up so that more is being expected from the students. Students are being given constructive feedback on assignments so that they can better understand what is expected of them in class. 	
<p><u>Science</u></p> <ul style="list-style-type: none"> - Students are given classroom expectations and learning expectations in the form of a 	<p>Chemistry Syllabus Biology: Cell Division Study Guide</p>

<p>syllabus at the beginning of the year.</p> <ul style="list-style-type: none"> - At the secondary level, all academic classes include a College and Career Readiness (CCR) component as part of the grade; students know that their classroom behavior, adherence to learner outcomes, and expected level of performance are reflected in their grade either as part of their CCR grade or another part of their academic grade. - Students know what science concepts they need to know on a study guide before a unit assessment. - Students know what science literacy skills they need in the form of an outline for lab reports, which students used to analyze good models of lab reports and critique models that need revision. Students then use the outline to write their own lab reports, knowing that it will be used as a rubric to assess their writing. - Students know what language skills they need to know before being assessed in a practice test or formative assessment. Continuous active review of lesson content. Students confirm their understanding of the content with their partner regularly. 	
<p><u>7th Grade Math</u></p>	<p>Lesson 4.3.1</p>

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<p>Teacher is able to monitor student performance on a dashboard Students take finals, even during remote learning, with emotional support check-ins</p>	<p>Lesson 4.3.2 Pt 1 Lesson 4.3.2 Pt 2 CC2 Part 1 Final Student#1 CC2 Part 1 Final Student#2</p>
<p><u>Arts Curriculum</u></p>	
<ul style="list-style-type: none"> ● Rubric-based auditions for getting into specific arts 	<p>Dance Audition Rubric</p>
<p>Middle School Digital Media Students are asked to complete shorter term projects and assessed based on a rubric to examine creativity, proficiency, organization and completion. Students are given clear instructions in multiple formats, usually through google classroom and verbally.</p>	<p>MS Digital Media Rubric</p>
<p>High School Digital Media -Students are asked to complete long term projects and assessed based on a rubric to examine creativity, proficiency, organization and completion. -Students are given clear instructions in multiple formats, usually through google classroom and verbally. -Projects are aligned to career readiness standards in Graphic Design and Media Arts. Projects are structured to be either work-based learning, with a practical product as in a summative assessment, or as practice for real-world job skills.</p>	<p>HS Digital Media Rubric Lesson Presented Digitally and Verbally Collaborative Project Mimics Real World</p>
<p><u>Music Classes</u></p>	
<p>Music Theory Goals</p>	

<ul style="list-style-type: none"> ● College preparatory skills for music theory with differentiated skill levels ● Student projects for music theory - explain comprehension of skills ● Vocal music students explore multiple genres, languages* ● Music theory testing to show comprehension of standards 	
<p><u>Audio Production & Engineering</u></p> <p>- Students upload sessions of updated work by the end of the day. They are given feedback based on the informed choices they make and demonstrate the standards of the emphasis through updates. They are expected to be ready to present their work outside of OSA as well.</p> <p>- Students are graded on file management of work. This includes audio files, project sessions, labeling correctly, and turning work into the correct location.</p>	

C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Math (6-8th CPM, Algebra 1, 2, Geometry, Precalculus and AB and BC Calculus)</p> <ul style="list-style-type: none"> - Students use google classroom to get all of their information for each class - Students use graphing calculators the upper level classes (Alg 2 through BC Calculus) - Students use desmos to understand graphs and equations - Since students work in teams per CPM, teachers act as facilitators, assisting students but not disseminating information, allowing them to experience productive struggle as a group. - Students are asked to exemplify math visually, algebraically and numerically - Students are provided with links using Delta Math and Khan 	<p>Linear Programming Project Math - COVID Project CC1 Planning Sheet</p>

<p>Academy to provide students with more practice on their own</p> <ul style="list-style-type: none"> - The textbook is used for homework only. Students are provided links from the web as extra resources - Students use desmos to see connections between the algebra/procedure and what they are doing - Students take the MDTP test two times during the year (beginning and end) so that both students and teachers can evaluate growth - Students use Peardeck to show what they have learned and what they need to work on. 	
<p>Middle School and High School Digital Media</p> <ol style="list-style-type: none"> 1. Differentiation & Integrated Tech: Students were able to use different tools to create animations during the long-term animation unit, depending on their experience and skill. Because of our 6-8 grade class, there is a very wide range of abilities and developmental level. More advanced students were asked to create stop motion animations with DSLRs and Adobe Premiere, or a 2D color animations with Adobe Animator. Medium proficient students were asked to do a smaller scale simpler version of the project (no color, shorter, etc). Developing students were offered the option of using a more intuitive, but less sophisticated online platform called Piskel. 2. Facilitation: Teachers present ideas through diverse and varied mediums including: 	<p>Digital Media Constructive Feedback</p>

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<ul style="list-style-type: none"> -Film viewing and analysis -podcasts -readings -images -google slides -small and large group discussions <p>3. Students can respond and participate using a number of different ways including:</p> <ul style="list-style-type: none"> a. Orally b. Written responses c. Online message boards (we use retroboard) d. Hand signals and physical responses e. Assessment games: kahoot quizzes to check understanding after some lessons f. artwork 	
<ul style="list-style-type: none"> - In Spanish teachers provide materials and prompts, which allow students to learn with each other in a conversational setting. - Students use differentiated materials to support individual growth. Students can do listening, reading, writing, and grammatical practice at their own level. - Students use technology to practice class content, in particular verb conjugations at various levels, independently with technology. 	<p>Spanish Project</p>
<p>7th Grade Life Science</p> <p>Students are assigned a research project with the teacher modeling the project during the slide presentation</p>	<p>Characteristics of Life Project Characteristics of Life Project - Student Work</p>
<ul style="list-style-type: none"> - Biology curriculum aligns with the NGSS, the most current science 	

<p>standards adopted by California. These standards are aimed at providing students with opportunities to problem solve and learn concepts using critical thinking and inquiry rather than rote memory.</p> <ul style="list-style-type: none">- Every unit includes assignments that rotate between using text-based informational reading, practice problems with group discussion, classroom discussions, written explanations utilizing and synthesizing learned concepts, and producing original work.- Students access the material in a variety of methods so that each student has an opportunity to access the material in auditory, visual, and hands-on methods. Assignments are modified by the instructor and resource specialists so that students with accommodations and SPED modifications have appropriately differentiated assignments.- Students are asked to use the internet to research concepts and produce work digitally. In the evidence provided, students were asked to use their understanding of the characteristics of life to research an organism of their choice. They used the internet, a chromebook, and the Google Suite to produce an original slideshow that explains how the organism they chose exhibits the characteristics of life.- This style of project-based learning shifts the learning towards the student so that the	<p>Biology: Homeostasis Project</p>
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teacher is the facilitator as coaches.	
Teachers use a wide variety of technology tools during remote learning to engage and support students.	Teacher Technology Presentation
<p>VOCAL:</p> <p>Digital research assignments</p> <p>Music exploration via youtube and spotify</p> <p>Studio recording of vocal students for professional and academic use</p> <p>Digital keyboards for learning piano and theory skills</p> <p>Soundtrap - online tool for recording and theory</p> <p>Sight Reading Factory - online tool for aural skills</p>	Vocal Music Online Work
<p>SPED As a Special Education teacher and a math and reading intervention teacher I have extensive evidence for differentiated work and integrating technology into the classroom. With the use of Lexia and Kahn Academy in the classrooms, using sites like Kahoot for informal assessment. Finding ways to enrich the curriculum so that the students have access and can participate in their classes.</p>	

Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Spanish- Students research volunteer opportunities in a Spanish-speaking country. They write about these in Spanish and illustrate them with images from the web. Then they critically evaluate how these volunteer experiences help the participant grow	Volunteer Opportunities in Spanish Speaking Countries

<p>and if and how they benefit the local community.</p>	
<p>7th Grade ELA -Students have assignments and projects where they produce artistic, dramatic, and visual presentations that require them to work together creatively with minimal amount of teacher interaction. -During the reading of <i>Ghost at Tokkaido Inn</i>, students will conduct mock trials as a character study.</p>	<p>English 7: Shadow Spinner Theme English 7: Shadow Spinner Assignment</p>
<p>7th Grade History Singing a song about Chinese dynasties allows for students to retain for longer periods of time.</p>	
<p>VOCAL: Various genres of music are introduced to students within grade level including contemporary/pop, jazz, classical, and original songs. This allows students an opportunity to learn about a variety of styles and techniques incorporated in multiple genres.</p>	
<p>Digital Media MS & HS</p> <ul style="list-style-type: none"> ● Students engage in a variety of assignment types, generally starting with smaller design challenges, tutorials, and hands-on exercises. These smaller topic-specific and skill building activities lead to larger projects. ● Students are taught core design concepts using both physical and digital tools, such 	

<p>as: collage, paper, film, photoshop, premiere pro, illustrator, etc.</p> <ul style="list-style-type: none"> ● As an art school, creative and critical thinking skills are necessary for students to navigate both academic and art classes. Students naturally engage in a variety of instructional settings and use a variety of materials and resources when entering their different academic and art classes. The skills and materials needed to be successful in a math class varies from the skills and materials needed to be successful in a dance class. Teachers coach students to navigate these differences and students gain a myriad of critical thinking skills in the process. 	
<p><u>Spanish</u></p> <ul style="list-style-type: none"> - Students create presentations. They use their knowledge of Spanish to write and present to the class. Students show mastery of a variety of tenses when writing about famous Afro-latino. They use the subjunctive to express their feelings about the person researched. - Students describe two people in Spanish and the next student needs to guess who they described - in a FlipGrid video 	<p>"Description of People" Game</p>

<p>- Students research an artist or art form from a Spanish-speaking country. They create a presentation which includes a comparison and analysis of art in the Spanish-speaking country and the US. Students will also create art inspired by their research in the Spanish-speaking country as part of this presentation.</p>	
<p>Fashion Students had the opportunity to design for a private client - including 3 riders and their horses! The challenges of remote design process was part of the learning experience. They had to consult with the client via Zoom, made edits, shared Google slide doc, socially distanced fittings, and professional interview with SF Newspaper.</p>	<p>Fashion/BriNobleDesign Brief</p>

Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>World History - At the end of each unit, student's use the knowledge and research skills taught in that unit to choose a topic of study to further research. Students are able to choose the groups in which they work in as well as the topics that they choose to research. Students are not only working on their prior knowledge and application of learning skills, but also their research and presentation skills. An example of this</p>	<p>Border Conflict Project Islam Project Choices</p>

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<p>type of project is the Border Conflict Project. Students learn basic geography, analyze peaceful borders amongst countries and then study specific border conflicts in the unit. At the end of the unit, students use this knowledge and context and apply it to a specific border conflict that they want to study.</p>	
<p>7th Grade Life Science After studying genetics, students learn about genetic mutations. They apply this knowledge by researching and creating a presentation about a genetic disease/condition that is randomly assigned. They provide background information, the genetic cause and write to the prompt “what would your life be like if you were born with this condition?”</p>	<p>Genetic Disease Outline</p>
<p>Digital Media MS & HS</p> <ul style="list-style-type: none"> ● Peer critiques ● Analyze artworks, ranging various media, including both written and oral responses. ● Research of artists and art topics via blog/journaling ● All students prepare, curate and present artwork for professional exhibitions. 	<p>Photo Lesson Student Message Board Virtual Galleries Links</p>
<p>Business of the Arts Class: The final project involves gathering all materials relevant to an Artist’s Portfolio Students create resumes, bios and 10-year plans</p>	<p>BOA/Student#1 Portfolio BOA/Student#2 Portfolio BOA/Student Resume BOA/Student Bio BOA/Student 10-year Plan</p>
<p>Spanish</p> <ul style="list-style-type: none"> - Students write scripts, which allow them to use the material 	<p>Spanish Project</p>

<p>studied in class to create their own meaning. The prompts require that students show a mastery of skills taught.</p> <ul style="list-style-type: none"> - Students engage in free, spontaneous conversation circles. The teacher provides question prompts, which guide the student discussion. 	
<p>VOCAL:</p> <p>1. Advanced musical arrangements for student choral groups such as Vocal Rush include advanced harmonic structure with individuals on each part for a tight harmony. This requires a higher level of sight reading from students, as well as a deep understanding of the harmony within the chords.</p> <p>2. In order to share their understanding of class content, students created Google Slides as study guides to share knowledge of music theory and integrated technology.</p>	<p>Vocal Rush Arrangement#1 Vocal Rush Arrangement#2</p>

Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>College Application Support for Seniors-</p> <p>This fall semester course is for seniors applying to four-year colleges. In this course, students will find support and inspiration for finalizing a college list, organizing college applications, writing</p>	<p>College Support course for seniors and juniors BOA/Student#1 College Research BOA/Student#2 College Research</p>

<p>personal essays, creating a college budget and researching scholarships. A component of the course will be to support the rest of the seniors as a college application peer tutor. To serve the most students possible during Remote Learning, we are expanding our Tier 3 counseling offerings this year to include a number of after-school drop-in support groups during the first month of school and then based on need, we will be offering a number of targeted groups.</p>	
<p>High School Digital Media:</p> <ul style="list-style-type: none"> ● Work-based learning opportunities: <ul style="list-style-type: none"> ○ Studio portraits for Yearbook ○ Video production ○ Graphic design: logos, promotional materials, book layout ● Professional Prep: <ul style="list-style-type: none"> ○ Portfolio development and portfolio reviews by professional photographers and other artists ○ Resume writing and artist bio/statement ○ Website ○ Social Media ● Collaboration with other art departments: prepares students for real-world work with clients. 	<p>Senior Portrait Project Collaborative Project Mimics Real World</p>
<p>Performing Arts Pathway: Off The Table is a class created as a linked learning experience for students in multiple departments. Students work</p>	<p>Off the Table Links</p>

<p>together to create professionally produced music concerts with talent, sound designers, marketing and then sharing content online to create an audience for student talent. This is an ideal project that offers real work experience in the music industry with marketing and online performance.</p>	
<p>All OSA STUDENTS participate in a visiting artist series hosted by <u>OSA Artist Speaker Series</u> giving them an opportunity to learn about the professional pathway of working artists. In some arts departments, students were asked to write reflections.</p>	<p>Artist Speakers Series 10/6/20 Artist Speakers Series Reflection #1 Artist Speakers Series Reflection #2 Artist Speakers Series Reflection #3 Artist Speakers Series 10/14/20 Artist Speakers Series 12/15/20 Visiting Artist Workshop</p>
<p>7th Grade ELA Using research tools to gather evidence and make conclusions</p>	<p>7th Grade Assignment about Evaluating Sources</p>
<p>Business of the Arts (BOA) Students learn about career prep as HS students, college search, and career prep. Instruction includes information about College Board, US Dept of Labor, and CTE/AME standards. All students will create a final portfolio including resume/CV/bio. A personal finance unit is taught including taxes, student loans, contracts and unions. Marketing is also taught including website, logos and personal brand. This is now a pathway class with focus for Performing Arts, and also Digital, Media, Visual Arts.</p>	<p>BOA/Student Resume BOA/Student Bio</p>
<p>Vocal Music (VM) All students are learning to use Sight Reading Factory - an online music</p>	<p>Vocal Music Online Tools Songwriter #1 Songwriter #2</p>

<p>training program to improve aural skills. All students are learning to use Soundtrap- an online music studio program for multiple users to collaborate. Seniors create bios/resumes for college and professional career prep. Students are learning to create original material in a variety of Songwriting classes from 6-12th grade. Students are learning about the recording industry and expectations. Students learn a variety of musical genres including Jazz, Contemporary and Classical so that they are versed in a variety of musical styles. Seniors prepare a student produced Senior Recital to showcase their personal performances.</p>	<p>Songwriter #3</p>
<p>Mathematics (HS): Students study math to learn how to problem solve and figure out ways to think within a particular framework. In Algebra and Geometry, students work on their logical thinking skills to arrive at solutions. Students are able to correct their work through explanation and exploration. They are learning about making mistakes and learning from those mistakes.</p> <p>Students are required to take Algebra 1, Geometry and Algebra 2 for the state of California. These classes are required by law for them to obtain a high school diploma. Without a high school diploma, students are at a disadvantage when attempting to find a career. At OSA, our math program</p>	<p>Math: Real World and Arts Connection</p>

<p>has been developing, where more and more students are successfully taking math through Calculus. This level of perseverance and determination at an arts school, exemplifies the drive and determination our students have for success towards their careers and college preparedness.</p>	
<p>Science - During the Healthy Relationships (BAWAR) unit, students learn about and discuss social dynamics, including appropriate behavior and conduct in a workplace environment. While the focus is on peer-to-peer relationships, students also learn about broader concepts such as consent, harassment, the relationship between power and control, and abuse. In a remote learning environment, this is done both verbally through Zoom conferences and through writing (typing) in the chat logs.</p> <p>Throughout the course, students utilize the scientific method to solve problems. The scientific method is foundational to all scientific disciplines and forms the backbone of all careers in science. Students learn the steps of the scientific method and utilize it to answer questions about scientific phenomena, including how the body maintains homeostasis. Evidence-based arguments and technical writing/ language are developed throughout the course, providing students with the opportunity</p>	<p>BAWAR Slides on Power & Control</p> <p>Student Biology Lab - Homeostasis and Exercise</p> <p>Characteristics of Life Project</p> <p>Characteristics of Life Project - Student Work</p>

<p>to develop writing skills applicable to all STEM careers and fields involving technical skills (production design, digital media, audio production, etc.). Students practice this by analyzing and writing CERs (Claim, Evidence, Reasoning) arguments throughout the year.</p>	
<p>English/Language Arts</p> <p>Students are given multiple opportunities to develop skills that integrate traditional academics with 21st century elements of writing and reading. Examples include assignments that evaluate internet sources like articles, social media posts, twitter feeds, and even memes for accuracy, bias, and the reliability of the information. Students gain experience in fact checking all forms of media. These assignments are designed to give students opportunities to critically evaluate text from all sources.</p>	<p>12th Grade English Assignments</p> <p>11th Grade English Assignments</p> <p>7th Grade Assignment about Evaluating Sources</p>

C2.4. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

Findings	Supporting Evidence

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Students are involved in relevant and challenging learning as exemplified by the work that teachers design and assign. The assignments show expectations for using critical thinking as well as applying creativity. This helps build student engagement in all subjects and also allows for differentiation. Lessons are based on the standards for each subject, which helps create consistent lessons across a grade level and within a department. Teachers support all students by providing examples of assigned work. Teachers promote good study habits and practice skills with students to reinforce being well organized. All of these efforts are equally true in arts classes. High school teachers assign a percentage of the class grade as College and Career Readiness. Student projects happen in both groups and individually. Teachers are also conscientious about allowing for multiple ways to learn and demonstrate that learning. As our school transitions to adoption of the CTE standards, students are exposed to increasing opportunities for career exploration.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Community Building

- Our school has a strong sense of community, even during Covid.
- Students and teachers are sharing their art through Zoom and other methods. This is inspiring to the entire community.
- Community is being built at OSA by ensuring that students and teachers have opportunities to interact both inside/during class and outside of class time.

Alumni

- Having alumni involved is very helpful for new students and teachers, gives us a sense of shared history and a feeling that OSA is a community to be part of for life.

School Attitude

- OSA staff and students have a problem-solving, flexible, can-do attitude. This has been very important during Covid with the continuously changing state guidance, etc.
- OSA teachers go above and beyond to help their students, holding extra office hours as needed, running numerous clubs, attending student performances, etc.

- Students are taking initiative by starting their own social groups and clubs in order to stay connected to each other and to the school.

Communication

- Students and teachers' input have been/are being considered in developing the remote learning schedule and program.
- Administration is accessible and responsive to concerns, even during remote learning.

Student Leadership

- Students are being asked and encouraged to run assemblies, clubs, etc.

Mental Health

- Students' emotional well-being is being addressed in the time of "distance learning" by providing them many extra-curricular activities and clubs, so they can keep up their social connections.

College & Career Readiness

- Supporting students for post high school education.
- Ability to switch arts emphasis gives students the opportunity to explore more than one passion.
- Artist Speaker Series - All students have access, (school-wide assembly) not just a particular emphasis or classroom.
- Business of the Arts - This is now a linked learning class, part of the academic division in both pathways.

Technology

- During COVID & Remote Learning, we have been able to provide computers (chromebooks & laptops) and hotspots to students, which has been crucial to their continued learning and provides equitable access for all students

Arts

Music - Strong selection of musical choices from a variety of cultures.

Academics

Science

Biology - Curriculum aligns more with NGSS, taught from an inquiry and phenomena perspective rather than rote memorization. This allows for many ways to differentiate instruction and assess for the zone of proximal development and foundational skills/concepts. Emphasis is on usage of evidence-based arguments, critical thinking, and problem-solving.

Math

- Teacher retention is higher since 2018
- Providing math support for students who need it so that they can get through the requirements for high school.
- Better vertical alignment in recent years; reviewing material that has been covered in one subject and using it for the next year
- Re-evaluating curriculum to see what topics are more important than others - making sure that there is more depth than breadth in our curriculum
- More students are achieving at higher levels of math than before
- We have more students taking both college Calculus and AP Calculus than prior years

ELA

- Students are assessed for reading comprehension skills at different points during the year, and for the most part students' reading comprehension skills improve over the course of the year. This also provides the school with data and gives an alert to address when students don't meet the typical growth curves as seen on the standard assessment.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Facilities

- Limited differentiation due to lack of staffing and space. In middle school, one teacher oversees all digital media students grade 6-8. All HS students, grades 9-12, also share one classroom. These limitations make it difficult to differentiate for more advanced students to engage in more long-term and complex projects.

College & Career Readiness

- Need more opportunities for internships for 11th and 12th graders with relevant art firms/industries
- Need for more TA and mentorship opportunities for 11th and 12th graders

Professional Development

- We need "real" professional development, like what we are having now with Diversity and Equity training. In the past, much of the PD has been run by teachers. We need funding for teachers and Department Chairs to attend conferences in their fields and to continue to develop. Often experienced teachers are asked to lead and are not given the opportunity to continue to grow. Also, too much is left for teachers to figure out on their own, such as teachers volunteering to present ideas for teaching online as our only real training in remote learning.

Teacher Support

- We need more support for new teachers, so that they see we are invested in them becoming part of the OSA community. Ideas: Buddy system, ongoing observations with suggestions for improvement, collaboration as a norm, regular meetings with opportunities to share ideas as well as ask questions.
- Classes should be set up so that there is not an entire grade level with new teachers, as has happened a few times in the past few years. Collaboration should be required of new teachers, instead of them being given an entire class to teach on their own (Example: Biology or U.S. History)
- We need a more effective teacher evaluation system with the goal of continuous growth, not just checking up when things go wrong. Students want the opportunity to follow up on surveys, to see if a teacher is improving or not, and to know how the data they provide is being used.

Student Support

- Student support has not been consistent enough in remote learning, and some students are falling through the cracks. We have accumulated a lot of data on who they are and why they are struggling, but we have not done enough to help them.
- We need a stronger remediation program (Math support and Literacy support), especially for new students. They need to be identified and supported with an action plan right away, with the goal of getting them to the level where they can achieve success in the regular classroom as quickly as possible.

Diversity, Equity and Inclusion

- We need to really commit to this by:
 1. Hiring a full-time DEI Coordinator and Curriculum Developer, and fulfilling the other recommended objectives (Students reps, Avid Coordinator, required A-G Ethnic Studies class)
 2. Creating an accountability rubric and holding everyone accountable through evaluations based on this rubric
 3. Committing to hiring and retaining teachers and administrative staff of color

Arts

Music Theory:

- Should not be a white-centric, European construct
- Should provide a more global and diverse view of concepts and instructional topics.

World Music:

- We are hoping to create a class for students to learn more about cultural styles of music throughout the world

Digital Media

- We would like to provide a foundational computer literacy class for incoming students who have never worked on a laptop or desktop before but are currently limited by number of staff available to teach different sections during the same time block

Academics

Science

- More resources and opportunities needed for hands-on instruction and activities.
- More vertical alignment between related subjects and content (7th grade Life Science and 9th grade Biology, for example).
- More vertical alignment of transferable science skills between subjects (NGSS Science and Engineering Practices and Crosscutting Concepts)

Math

- We still struggle with an achievement gap for black and brown students
- Struggle with differentiation and being able to allow student achievement at all levels
- More resources and opportunities needed for the application of mathematics to real world application within the arts - ie. using music and math, architecture and math, etc.
- We struggle with finding math from other worlds; everything we have is from old european men
- Need computer science as a part of the math department

ELA

- More training on how to integrate curriculum with arts. Teachers are willing to teach more lessons aligned with the arts program, but need guidance.
- More work is needed on bringing diversity to the middle school reading selections. Selections that are more current and which reflect the diversity of the student population should be considered.

SPED

- It is challenging to make sure that student accommodations are in place for the SPED students It is difficult to engage in pertinent discussions about accommodations, as there is not much response from emails, and there is not a consistent designated time to have face to face time with the general education teachers
- General education teachers need to have a lens that focuses on how to plan and prepare for students who have accommodations and modifications.
- We have not had designated professional development that addresses notions of scaffolded instruction, expectations around lesson planning, and making sure there is appropriate and consistent assessment (driven by standards) that is tracked, monitored, shared with students, and guides instruction.
- During Remote Instruction/Distance Learning, our identified students with learning challenges (SpEd: students with IEPs) need more support. During class our “push in” process has been hindered by the constraints of a Zoom meeting. Outside of

class, our students who have minutes allocated to them in their IEP paperwork are feeling “Zoomed out” and are less likely to attend the “pull out” meetings.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
Math department uses the MDTP assessment twice a year to analyze student readiness for the upcoming curriculum in the fall and collect data on student mastery in the spring	Student Progress Data Administer MDTP
English department uses SRI assessment three times a year to ascertain student literacy levels. This data is used to provide appropriate student supports.	SRI Results
The Science department is developing mastery-based benchmarks by grade level to use as assessment tools.	Student Progress Data Science Assessment Tool - Physical Science Science Mastery Record - Biology
The Social Science/History department is considering using	Student Progress Data

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<p>debate, providing evidence and understanding primary source documents as a basis for assessment.</p>	
<p>The Principal presents current data to the faculty and uses professional development time to analyze the findings.</p>	<p>Student Progress Data</p>
<p>Eligibility List The Student Support Team determines eligibility for performances and A-G requirement guidelines. Arts and Academic teachers, and SPED Case Managers also support this process for disabled students.</p>	<p>Student Eligibility</p>
<p>Back to School Night and Parent/Teacher Conferences Parents are invited to get to know teachers and their curriculum annually on a Back-to-School Night (August 25 and 26, 2020), and Parent/Teacher conferences are available as needed.</p>	<p>Parent/Teacher Conferences August 2020 Calendar</p>
<p>PowerSchool Students, teachers, and parents have real time access to student grades, progress, ongoing class progress and assignments, deadlines, and attendance via the online platform “PowerSchool.”</p>	<p>PowerSchool Grading Platform</p>
<p>Monthly Newsletter Our Chief of Staff shares a twice-monthly newsletter with the school community. This newsletter includes messages and updates regarding student progress, announcements of support, available student supports, and academic counseling.</p>	<p>OSA Monthly Newsletter</p>
<p>Advisory</p>	<p>Advisory Website</p>

<p>OSA provides a weekly advisory period during in school learning for students to check in with their advisor for additional support, advocacy, and community building. Students learn self-advocacy skills and time management strategies, while teachers also advocate for struggling students as needed. The Advisory schedule has been modified during remote learning to lesson student time on ZOOM.</p>	
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Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Grade Level Instructional teams, at the direction of school leadership, have set Grade Level goals. Expectations/School Wide Norms have been designed to encourage consistent standards for behavior, digital citizenship, technology use, community norms, critical thinking etc. Example: Student self evaluations used in Visual Arts to ensure consistent grading assessing effort across a grade level.</p>	<p>School Wide Norms Student Self Assessment</p>
<p>Rubric standards and consistent grading policies are used across content areas within a grade level to ensure consistent measures of rigor and effort across students within the same grade level. In some departments (ex. IM, VM and others) students performance is evaluated across grade levels Example: Math planning sheets are</p>	<p>Math Planning Sheet Middle School Cell Quartet Instrumental Music Theory Jury Rubric Concerts</p>

<p>used by teachers across a grade level Example: Curriculum checks across the music theory classes to ensure rigor and performance level achievement. Example: Curriculum checks across the music theory classes to ensure rigor and performance level achievement.</p>	
<p>At a school-wide level, students will be checked for eligibility at the end of each quarter. Students must have no F's and a minimum of a 2.5 GPA in order to perform in their emphasis. Students who do not meet the minimum GPA will work with teachers and counselors to create an improvement plan.</p>	<p>Eligibility Report</p>
<p>Academic departments are developing plans for cross-year data tracking, so we can see how an individual student does from year to year, as well as how classes do within a particular course from year to year. Example: Math department is tracking students over time through use of the MDTP assessment tool. See Student Progress Data</p>	<p>Social Science Data Tracking Development SRI Results Student Progress Data</p>

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Faculty keeps aware of student eligibility and grade improvement tracking through frequent division meetings and email collaborations</p>	<p>High School Division Meeting Communication Teacher Collaboration Email</p>

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<p>Academic Support team monitors student growth and keeps faculty, students and parents aware of the student's current progress</p>	<p>Student Support Communication Calpads Example Calpads EOY Fall 2020 Academic & Arts Progress-At Risk Report 504 Inquiry Sample Letter 504 Template 504 Teacher Feedback Sample</p>
<p>The Counseling and Wellness Departments helps alleviate barriers to student progress and growth through academic counseling, mental health support, social and behavior management and College and Career readiness</p>	<p>Student Credit Status-Recovery College & Career Readiness 504 Teacher Check In Naviance Tracking Software CyberHigh Advisory Conference Notes</p>
<p>Special tracking systems have been implemented during remote learning, including a student support monitor system</p>	<p>Student Support Monitor</p>
<p>Development of Creative Learning Pathways curriculum by grade level is being monitored to assess relevance towards College and Career readiness</p>	<p>High School English & Arts Integration - Scope and Sequence</p>
<p>Students' growth is monitored by sharing student data with the parent group, APT, and through their discussion board, Konstella</p>	<p>APT Konstella</p>
<p>Students are made aware of their own progress through an end of quarter Town Hall (virtual)</p>	<p>Student Support Town Hall</p>
<p>State testing scores (CAASPP) are published online each year in the school dashboard. This data is presented to the OSA Board of Directors, to APT and to the Faculty during professional development.</p>	<p>California School Dashboard</p>
<p>We keep our community aware of student growth through PowerSchool</p>	<p>PowerSchool Login</p>
<p>Progress Reports are shared with parents at the end of every quarter both digitally and through US mail.</p>	<p>Student Progress Report</p>

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<p>Teachers make their office hours known to both parents and students, where students can access teachers one-on-one and receive an academic update as well as tutoring</p>	<p>Remote Schedule Office Hours Talking Points I Talking Points II Talking Points III Office Hours Email Parent Email Communication Dance Conferences</p>
<p>The MDTP assessment tool is being used to monitor the math development of our diverse populations, especially those underperforming on the CAASPP - see Student Progress Data</p>	<p>Student Progress Data</p>

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence

Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Students and parents are involved in the review process of student progress through parent/student/teacher conferences, through distribution of state-wide testing scores and through presentations at APT meetings.</p>	<p>ParentStudent Conferences Student Result I CAASPP Student Result II APT Meetings</p>
<p>Student artistic progress is monitored through video assessments.</p>	<p>Student Assessment in Dance</p>
<p>Student progress toward achieving the schoolwide learner outcomes and</p>	<p>Student Progress Report OSA Annual Report</p>

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<p>academic standards is reported to the OSA community through the Annual Report, various school newsletters and student progress reports</p>	<p>SPED Newsletter BSOC Newsletter OSA Newsletter</p>
<p>Student progress toward achieving the schoolwide learner outcomes and academic standards is reported to the OSA community through state-wide testing results, Parent/Student/Teacher conferences, and Town hall events.</p>	<p>CAASPP Student Result I CAASPP Student Result II Parent/Student Conferences Parent/Guardian Survey and Townhall</p>
<p>Examples of how the site, district, and board decisions on allocation of resources are influenced by schoolwide assessment results</p> <ul style="list-style-type: none"> ● Creation of 2021 Strategic Plan is taking assessment reporting and DEI stakeholder focus groups into account in creating resource allocation plans. ● LCAP ties resource allocation to goal achievement 	<p>Strategic Plan Development - Academic Pillar Strategic Plan Development - Arts Pillar Strategic Plan Development -Community Pillar Strategic Plan Development - Sustainability Pillar LCAP</p>
<p>Examples of how surveys of student needs have developed new courses in the school program including the addition of AP Calculus and a Business of the Arts class for all 9th graders</p>	<p>AP Calculus Business of the Arts - Course Map</p>
<p>School community, district, and board are involved in the review process during OSA Board meetings</p>	<p>Board Meeting (Jan.28, 2021) Student Progress Monitoring</p>
<p>Extent to which school staff is involved in the review process includes presentations by the Principal to the staff covering student progress, faculty surveys, and discussions during department and division meetings</p>	<p>Student Progress Presentation Faculty Surveys Professional Development Department Meetings</p>
<p>Examples of how assessment results have caused recent change in the school's program include a stronger student support team, math and literacy support classes, the addition of Creative Learning Pathways curriculum</p>	<p>Student Support Team Literacy Support Math Lab Creative Learning Pathways</p>

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<p>Examples of how professional development activities and topics have been determined by schoolwide assessment results include our year long commitment to examining our practices around equity.</p>	<p>Cultural Mindfulness Institute</p>
<p>Examples of how all stakeholder groups have been involved in a results-driven continuous planning process include annual surveys for students, parents and employees and town hall events</p>	<p>Student Surveys Parent/Guardian Survey and Town hall Employee Survey</p>

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Survey from BAWAR (Bay Area Women Against Rape) Ambassador for teachers to inform future PD info sessions.</p>	<p>BAWAR Survey</p>
<p>Email from Principal in response to a culturally responsive PD session led by Equity coordinators that included students. The email summarizes the session and contains a list of the actionable items that were brought to the group.</p>	<p>Student Panel</p>
<p>Faculty survey and Student Culture Survey (includes questions on program design, such as block and advisory). Block schedule and advisory were major programmatic changes last year. Surveys were used before and after to solicit feedback from teachers and students regarding these changes.</p>	<p>Faculty Culture Survey Student Culture Survey</p>

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<p>OSA went through an intense design process last summer to be ready for effective remote learning starting in the Fall of 2021. Budget was allocated for PPE, technology and stipends for design team members.</p>	<p>Learning Continuity and Attendance Plan</p>
<p>Teachers meet in small groups during PD to discuss program impacts and analyze productive changes..</p>	<p>Faculty Working Together</p>
<p>Email from the Dean Katy sharing Updated Academic and Arts Eligibility Report for teachers to check-in with their academically struggling students.</p>	<p>Student Eligibility Email</p>
<p>Email from Assistant Principal regarding allocation of counseling resources. This informs the faculty about attempts to most effectively utilize limited counseling resources by prioritizing some students and exiting others.</p>	<p>Mental Health Support Update</p>

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
MDTP scores: Scores are shown in a way to determine which concepts were mastered by the class. Math course may be adjusted to focus on concepts that show less mastery	MDTP Diagnostic
Standardized tests: These tools are used to help guide curriculum and support in the classroom. The Leadership Team disaggregates the CAASPP data and then presents it to the faculty in the Fall for analysis.	CAASPP Student Result I CAASPP Student Result II
Teacher Survey given at the end of the semester where students can provide feedback on what worked / what didn't work in the class.	Course Survey
ELPAC test results are analyzed by leadership and the EL coordinator to guide interventions and class placement.	ELPAC
IEP summary sheets are provided to all teachers before school starts to help them become familiar with their student group. Updated summaries are provided immediately following an IEP annual or triennial meeting.	IEP (redacted)
SRI Test Scores: English Teachers adjust Lexile levels of assignments based on the shown reading levels of each student.	SRI Results

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online*

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assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

Findings	Supporting Evidence

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Findings	Supporting Evidence
MDTP scores: Scores are shown in a way to determine which concepts were mastered by the class. Math course may be adjusted to focus on concepts that show less mastery	MDTP Diagnostic
PE teacher uses the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.	PE Workout Changes to Pe in Remote Learning Prompted Questions for PE
Adjustments for Remote Learning in Math: No Traditional Tests given in Remote Learning in Math. Assignments are graded on a scale of Mastery of concepts and the course is adjusted to focus on concepts that have lower Mastery scores.	Formative Assessment in Math
Standardized tests: These tools are used to help guide curriculum and support in the classroom	ELPAC CAASPP Student Result I CAASPP Student Result II IEP (redacted)
Teacher Survey given at the end of the semester where students can provide feedback on what worked / what didn't work in the class.	Course Survey
Rubric: Rubrics are used to help guide students in their projects.	Formative Assessment for Digital Media Formative Assessment for Economics

Guided Formative Assessments: These assignments help both academic and arts teachers adjust their curriculum	
Adjustments for Remote Learning Digital Literacy Presentation: Direct instruction on how to properly navigate a digital world.	Digital Literacy
SRI Test Scores: English Teachers adjust Lexile levels of assignments based on the shown reading levels of each student.	SRI Results
Math Assignments are done on PearDeck in real time to inform the instructor immediately of any changes in instruction that need to be made.	PearDeck App

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
Students go over their grades in Advisory with their advisor. Students and advisors will check in with the students' teachers to get feedback on how to stay on top of their grades.	Advisor Conference Notes Database
Teachers monitor student grade data over time and communicate with families about student progress when an issue arises.	Parent Notification about Student Performance
Faculty and Admin are sensitive to current issues and help support students both emotionally and academically in the classroom by giving them space to process. This helps prepare students to become global citizens.	Student Support for Current Events
Students from the Board of Students of Color (BSOC) have indicated a desire for	BSOC Teacher Evaluation

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more involvement in both teacher evaluations and the teacher interview process.	
In individual courses, teachers administer Google Forms to get feedback from students on what is working and what is not--this has been especially useful during remote learning as many novel teaching methods have been implemented.	Student Survey About Remote Learning
Immediate verbal feedback given for in-person music assessments.	Student Quiz on Jazz
To encourage College and Career Readiness teachers keep track of student participation and professionalism in class.	PowerSchool Screen Shot Student Behavior Record - Tardy
In Remote Learning, Private Comments in various apps (Google Classroom, FlipGrid, Slack) are being used in many courses (Vocal, Math, Science) to relay feedback on assignments.	Teacher Feedback on Student Writing Student Perspective Piece
Self-evaluation and reflection are important tools in OSA classes. Teachers embed these processes in their curriculum and respond to student reflection, which ensures that feedback is a regular component of the assessment process.	Student Check-In Survey Student Feedback
Teachers are using online resources to support students in their skill building and in keeping organized.	Digital Literacy Student Assignments
OSA administers a school culture survey each year where students can provide feedback to the school on a number of issues, including academic and artistic experiences.	Student Culture Survey

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

OSA assesses student performance using the results of state testing (CAASPP) as well as administering in-school math (MDTP) and ELA (SRI) assessments. Use of the MDTP tool has helped faculty better understand where lower performing student groups need more support. All of these results are analyzed and disaggregated by both the school principals and counselors. These results are shared with the faculty, parents and Board of Directors. Grade level Instructional teams, at the direction of school leadership, have set grade level goals. School Leadership, with input from teachers, have designed Expectations and School Wide Norms to encourage consistent standards for behavior, digital citizenship, technology use, community norms, critical thinking etc. Student growth and progress, in terms of standards, school wide learner outcomes and College and Career Readiness are monitored by the faculty, the counseling team - both the academic counselor and the College and Career counselor, the administration consisting of the principal, assistant principal, and dean of students, and the Wellness Team. Each group reports out in various ways including professional development presentations, student eligibility reports, student behavior reports, progress reports and Division meetings. School Leadership, along with the faculty, present the graduation requirements, credits, course completion, and homework and grading policies to the OSA Board of Directors for comment and approval. Presentations are made to the parent groups (APT, PODS, POC) to gain feedback to help with evaluating program effectiveness. OSA administers culture surveys to students, parents and staff every year to gain information about many different aspects of the program. Due to survey results, we have instituted a stronger Wellness program, added Creative Career Pathways curriculum to offer a deeper understanding of career options and have embarked on an intense self-study to gauge and improve the level of our equity practices. Teachers use a variety of assessment methods to understand the extent of student learning and improve their practices, including summative and formative assessments, online/interactive assessments, and project-based assessments. Teachers also provide timely feedback on assignments and

tests to help deepen student understanding.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

Grading

- The school has a standard grading scale for all classes.
- The school has a single eligibility standard for all subpathways, based on performance across all classes.

Communication

- All teachers use Powerschool, Google Classroom, progress reports, and report cards to share data with parents.
- The use of Talking Points software has helped bridge the language barrier between teachers and parents, which allows them to more fully communicate about student performance.
- OSA began using these online forms of communication before the pandemic, which made it easier for students to adapt and continue to participate in school during remote learning.
- Grade level teachers are given meeting time to check in with each other across departments to communicate about common standards and expectations.
- Departments meet regularly to examine student performance and find ways to better articulate the curriculum across the grade levels.
- OSA has a strong commitment to honoring stakeholder feedback. For example, the school implemented a block schedule and an advisory class based on student, teacher and parent feedback. Both endeavors are still in development as their implementation was slowed down during the pandemic.

Student Support

- OSA has a strong student support system for both academics (counselors) and mental health (Wellness team), which helps alleviate some barriers to effective learning.
- Various programs are being put into place to better support our students as arts students, such as the introduction of Business of the Arts class. This started as an elective and is now a required class for 9th graders.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

Performance Monitoring

- The school is in the beginning stages of more formalized tracking of student performance and growth by department and grade level. Departments are working on ways to authentically measure this year after year. Some departments are further along with the process than others, and some have more natural ways to measure progress due to the nature of the content.
- Right before Covid, the school began a schoolwide initiative to track other aspects of student growth across the years, with the goal of determining scaffolded, developmentally appropriate targets around skills students should be developing more broadly. This needs to be continued.

Student Support

- OSA needs more Math and Literacy support classes put into place based on analysis of student scores and needs.
- We have incorporated some support classes, but consistency needs to be developed as to expectations for class time, associated teacher support of the class, and outcomes.
- Students would like more electives put into place to enhance student engagement and relevance for their futures.

Diversity, Equity and Inclusion

- OSA has engaged in professional development for training in Diversity, Equity, and Inclusion to better respond to the needs of staff, faculty, and students. However, there will be significant work in the upcoming years to fully implement these DEI principles to fully and authentically support student learning.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
The school has a website with information to support families in many ways with an option to translate into 18 different languages.	OSA School website
The school provides an online year-long calendar on its website. This allows families to plan ahead for school events and evening meetings	OSA School Calendar
First Tuesday of the month each Arts Dept meets with parent groups by sub-pathway -- During Remote Learning, each arts chair schedules own meetings, This allows parents to participate in their student's art emphasis.	OSA School Calendar
There is a Family Resources section of the website that contains recent school to home communications, a link to the Volunteer portal, a list of Family Resources during Remote Learning, logging attendance, school forms, and the links for the parent organization, APT, and their communication tool, Konstella	Family Resources
Parents can access PowerSchool to keep track of their student's academic and artistic grades	OSA Powerschool Access

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Parents can keep track of classroom activities and assignments on Google Classroom	Google Classroom
The school publishes a monthly newsletter to make announcements and highlight school achievements	OSA Newsletter
Families, Faculty and Staff all have access to Talking Points, a communication tool that translates messages into many different languages	Talking Points Communication
The school holds a Back-to-School night each fall. In Fall 2020, we offered a virtual event - teachers were available over a ZOOM link for one hour, but also published a 10 minute video covering their class information	Back-to-School Night
The Alliance of Parents and Teachers (APT) holds meetings to discuss and support school success	APT website
The school also has an active parent group called People of Color (POC)	POC
The school also has an active parent group called Parents of Students with Disabilities (PODS)	PODS
The school has an active parent group called OSA Anti-Racist Education & Activism Parent Group	Anti-Racist Education & Activism Parent Volunteer Group
OSA Board Meetings are open to the public and agenda and minutes are available on the school website and calendar	OSA Board Meetings OSA Board Meeting Agendas and Minutes
The Academic counseling website provides families with information as their student plans their school and beyond-school career, including Course Catalogs and Graduation Requirements	Academic Counseling website
Parents have volunteered as speakers in classrooms in their area of expertise, architects, authors, scientists	OSA Mail - Speaking to 6th Graders

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The OSA ambassador parents committee has hosted an approximately monthly family social.	OSA Newsletter
Cultural surveys are sent to parents at least once a year and sometimes more often, if the need arises	Parent Cultural Survey
Parents have helped out at auditions	Parents help with auditions

E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
The school maintains a Safety and Emergency Preparedness Binder in the Front Office	Comprehensive School Safety Plan
Teacher syllabi list classroom rules and procedures	Physical Science Syllabus Precalculus Syllabus
The Chemistry Lab has students sign a safety contract	Chemistry Lab Safety Policy
To offer a safe and secure internet at our school we have a "Net Nanny" installed on our network	Technology Safeguards
We maintain safety policy for our OSA network that guests may not join it - only people with OSA email addresses	Technology Safeguards
We maintain a document that lists the Facilities Manager Procedures	Comprehensive School Safety Plan
We provide signage in hallways and classrooms to direct people safely out of the building	Evacuation Sign
A section of our student handbook lists behavior expectations to maintain a safe environment for all	Student Handbook
We use Restorative Practices to address discipline issues to promote	Student Handbook

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pro-social student growth	
When school is in session in the building we contract with an outside cleaning service for after hours cleaning. They also provide one daytime porter.	Cleaning Contract Cleaning Schedule
We have an Employee Emergency Procedure Handbook that lists procedures for drills and emergencies such as fire earthquake and intruder.	Comprehensive School Safety Plan
Fire extinguishers are present in every classroom and they are inspected monthly.	Comprehensive School Safety Plan
We have Uniform Complaint Procedures in place for students and families.	Student Handbook
The Employee Handbook outlines policies for employees to follow.	Employee Handbook
During the pandemic we have put additional procedures into place, including a health screening plan	OSA COVID-19 Health Screening Form
During the pandemic we have put additional procedures into place, including a COVID prevention program	OSA COVID Prevention Program
There is a safety procedure in place in Production Design	Production Design Safety Class
There are dress codes in place for many arts classes	Syllabus - Musical Theatre Dance Department Handbook
Arts departments have offered guidelines for remote learning	Musical Theatre Safety in Remote Learning
Promoting proper internet etiquette during Remote Teaching	Prevention of ZOOM Bombing
Preventing transmission of COVID, March 2020	COVID Cleaning

High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff,*

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restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
OSA provides student and family resources including mental health resources, health and wellness, access to the OSA Wellness Team, Tech Support, Academic Counseling	OSA Student and Family Resources
Teachers and Community members can refer a student for support if there is any concern about their academic progress or mental health, etc.	Referral to Student Support
Schedule of Remote Learning is conducive to supporting student and staff mental health with Wednesdays as a student support day	Remote Learning Bell Schedule
“Young Men of Color” is a social emotional based course where students expand their understanding of their character, develop life skills and explore academic interests.	Young Men of Color
“College Support” geared towards supporting students as they plan for college.	College Support course for seniors and juniors
A variety of school clubs and affinity groups are offered, even during remote learning.	OSA Student Clubs Student Affinity Groups More Affinity Groups
The Student Leadership Class sponsors spirit weeks and online spirit rallies	Student Leadership course
The Dean, in conjunction with students, present an assembly monthly called OSA Creates to showcase student work monthly during remote learning	OSA Creates
OSA provides a Visiting Artist program, where professionals can share and show tools and strategies on how to move further into area of emphasis	Visiting Artist Series

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Pathways supporting students toward individualized career readiness in the arts and arts-adjacent fields	Creative Career Pathways & CTE
Students look forward to opportunities being announced by instructors for scholarships and summer programs	Summer Opportunity Scholarship OpportunityI Scholarship OpportunityII
Arts teachers bringing in topical enrichment opportunities	Black Composers Piano Recital
Student engagement and support is enhanced by arts integration into English classes	HS English & Arts Integration
OSA's Step-It-Up (SIU) program offers arts training to SIU applicants from Title 1 schools in Oakland. We encourage them to apply to OSA.	Step-It-Up Program
Students are featured in our Monthly OSA newsletter	OSA Newsletter

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Supporting Evidence
Theater Safe Space. The theater department includes in their syllabus that classes are a safe zone. This is outlined in the syllabus itself and students are explicitly taught what it means and are held accountable to it.	Physical Theatre I
OSA has a policy of using restorative justice to resolve interpersonal conflict. Restorative justice is included in the Advisory curriculum	Restorative Justice
Team building and community building is conducted at the beginning of the school year and throughout the year in classrooms and in advisory. Example of team building in math class: Kahoot game where students guess and share information about themselves.	Team Building Kahoot
Anti-Bullying Policies include:	Student Handbook

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<ul style="list-style-type: none"> ● Report acts of bullying to the Dean of Students or School Counselors ● An investigation process and possible disciplinary actions will begin after student report is completed. ● Students and families are prohibited from retaliation against anyone who reports suspected bullying” 	
<p>OSA prohibits unlawful discrimination, harassment, intimidation, or bullying based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.</p>	<p>Student Handbook</p>
<p>Professionalism is expected in the Theater Department</p>	<p>Cabaret Student Production Contract Conservatory_Lean_Forwrd</p>
<p>Professionalism in the Dance Department is exhibited by:</p> <ul style="list-style-type: none"> ● Students have a code of conduct that defines expectations for behavior, attitude and conduct both inside and outside of the dance department ● Dancers must meet eligibility to perform: ● Dance captains are assigned 	<p>Dance Department Information</p>
<p>Professionalism in the classroom includes rules about cell phone usage</p>	<p>Student Handbook</p>
<p>Professionalism in the classroom during remote learning</p>	<p>On-Camera during Remote Classes</p>
<p>Respect for our diverse community - Latinos Unidos Assembly, Activism</p>	<p>OSA November Newsletter</p>

through the Arts Assembly	
Administration involves staff with major decisions that involve them	Student Engagement Follow-up
Building collaboration among faculty and staff during Professional Development	Professional Development - Cultural Mindfulness Institute
Collaboration and community with parents happens during Town Hall meetings and through our annual culture survey	TownHall and Survey Email

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
The school administration leads sessions to evaluate students levels in ELA and math classes including a focus on demographics.	Student Progress Data
Students are moved into or out of classes where they will be most productive	Student Schedule Change
The bell schedule was redesigned to allow for a two day block schedule	'19-'20 Bell Schedule

offering more flexibility in providing time for in-school student support.	
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Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
The assistant principal offers academic support periods	Academic Support Periods
The Wellness Team leads COST sessions for identified students	COST Process
The SPED Department offers office hours for teachers to check in about their students	SPED Office Hours for Teachers
Teacher evaluation software is aligned with CA state standards that evaluates teachers on different strategies and approaches used to teach students academic content	Bullseye Teacher Evaluation Software Division Meeting on Evaluations
We use Response to Intervention (RTI) to identify which students are prioritized in receiving academic and social-emotional support	Wellness Team
After school tutoring program was offered before the pandemic	Announcement of After School Program

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
Students in advisory develop relationships with advisors and receive academic counseling. The results of these conversations are recorded in Advisory	Advisory Conference Notes Advisory Website

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<p>The Head Counselor sends out notices during the quarter to alert faculty about the status of students of concern.</p>	<p>Student Watchlist</p>
<p><u><i>Student Incident Reports</i></u> A safe and civil environment is needed for students to learn, develop their artistic talents, and to promote positive community at OSA. The school incident report should be prepared as close as possible to the time of the incident - preferably on the same day. In the event any non-minor incident is reported by the student, visitor, or parent after the event has occurred, a report should still be prepared as soon as possible. The report helps set up the tier 1 support with counselors and reaching out to the student via email and then pursuing a follow up with the instructor to help resolve the issue or access if further mediation is needed.</p>	<p>Student Incident Report</p>

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet.*

Findings	Supporting Evidence

Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>The school provides advisors, space and time for clubs from many different realms. These clubs provide opportunities for students to experience leadership, citizenship, develop communication skills and</p>	<p>OSA Club Assembly Announcement</p>

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<p>think critically in an area of personal engagement. Most clubs were formed by student request.</p>	
<p>The school also hosts a variety of affinity groups.</p>	<p>Student Club Schedule</p>
<p>The school hosts a college club for high school students which meets on Fridays at noon.</p>	<p>Student Club Schedule</p>
<p>There are many clubs on campus. There are after school dance classes offered by the school's dance instructors. There are competitions that our students are involved in outside of OSA. There are performances in the arts outside of OSA. There are students who have internships. There are other opportunities in the community that staff notify students about.</p> <p>Examples include:</p> <ul style="list-style-type: none"> Robotics club competing in UC Berkeley's Pioneers in Engineering Robotics competitions twice a year Green Team competing in the Sea Lion Bowl Mock Trial class competing in the Alameda County Mock Trial Competition Groups across the arts sub-pathways competing with other schools Groups across the arts sub-pathways performing/exhibiting work in the community 	<p>Student Artist Statement Student Resume Robotics Club Mock Trial</p>
<p>Students register for classes and have orientations and meetings with counselors to help them understand the required and elective courses necessary to graduate in order to plan out their years and register for courses, both offered through OSA and through local community colleges or online schools. Once enrolled in</p>	<p>Chemistry Syllabus Student Planning</p>

<p>courses at OSA, teachers provide online syllabi and review them with students at the beginning of the year. During in-person learning, a printed version is also given out to parents to sign and return, indicating that they and their student have received the document and understand it and will contact the teacher with any questions. Some teachers also project the syllabus as they go over it. Thus many modalities of disseminating information are used. Teachers and parents attend a Back to School Night where information about the course is shared and Q&A takes place. For current students, or for prospective students, digital versions of the syllabi can also be found on the OSA website. Thus many modalities of disseminating information are used.</p>	
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E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

The arts program at OSA creates a strong culture - all students are involved in an art and students recognize and respect artistic passion among their fellow students. All stakeholders support the arts program, including parents, community members, faculty and staff. OSA has a strong academic climate in support of student involvement in the arts. Students are required to fully embrace their academics. For some students this presents a true challenge and requires strong support academically, behaviorally and with mental health. The responsibility for student success is shared by arts and academic faculty, parents and the Wellness Team. In addition, there will be significant work required next school year to mitigate the learning loss from this remote learning year, as well as offering mental health support as students come out of isolation and return to in-school learning.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Student Support

- Mental Health supports are in place. We have multiple staff members who meet one on one with students to support their mental health needs.
- Student support team meets regularly to support students who have been identified as needing additional help
- The diversity in arts classes offered at the school also helps provide support for students' social & emotional needs

SPED

- Special Education Department is currently on a positive trajectory in providing student support.

Counseling

- The Academic Counseling Team has established procedures that help students achieve success in their academic classes.

Creative Learning Pathways

- School culture is and will continue to be enhanced as we pursue the Creative Learning Pathways goal of integrating academic and art curriculum

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

Support During Remote Learning

- Difficult to identify student challenges in a Zoom environment
- Difficult to contact parents & families in a Zoom environment
- Students may not be attending the support sessions that are available due to the challenges of online instruction
- We have not held formal parent/ teacher conferences while we have been online

Supplies

- Need more funding to provide some additional and helpful supports to students (such as the purchase of audiobooks)

Enrollment

- There is some concern about the school program as OSA transitions from accepting students who have gone through an artistic audition into enrollment by lottery

Diversity, Equity and Inclusion

- Student affinity groups (Black Student Union, APISA, Latinos Unidos) and parent support groups (POC and PODS) have expressed the need for greater support for students of color, including inclusive curriculum, equitable policy setting, and appropriate and timely academic support

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- College and Career Readiness
- Alumni
- Community Building
- Student Support
- Academics
- Arts
- Diversity, Equity and Inclusion
- SPED
- Finances
- Communication

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

a. Preliminary Identified Critical Student Learner Needs

As we began our 2021 self-study we determined that our preliminary *Identified Critical Student Learner Needs* were:

1. Math Achievement for all, especially minority groups
2. Inclusion of Arts Field experience (CTE)
3. Support of Student Mental Health

The Critical Student Learner Needs still appear to be appropriate after reviewing the Focus and Home group results and the findings from the Community Profile.

b. Summary of Findings from Focus Groups and the Community Profile

1. Math Achievement for all, especially minority groups

The Community Profile shows that although our African American students improved their math scores on the CAASPP test in 2019, they are still our lowest performing group at 74 points below the standard. Our school's overall score is in the green zone at 3.6 points above the standard.

In our LCAP we state that "African-American students and Students with Disabilities are the areas where we see the greatest need for improvement. While on an upward trajectory, there remains a wide variance in SBAC scores between these student subgroups when compared to the 'All Student' numbers."

The Focus and Home Group results show that students of color are still struggling with math. We need to implement more support for math students.

2. Inclusion of Arts Field experience (CTE)

The Community Profile shows in the **Students in College and Career Indicator** that the school achieved a 60.2% rating for students prepared for college. As we stated in the profile "We expect to see our number of prepared students rise as we incorporate CTE into our curriculum and more students are CTE completers. "

We are currently working on integrating CTE standards into our academic courses. Our first integration is with the High School English Department. Last summer (2020), school Administrators put together a packet dovetailing CTE standards into the high school English curriculum. Over the

summer, High School English teachers were given a stipend to attend several planning sessions where they studied the packet and built lessons using templates. All High School students are participating in this curriculum in English this year, however, their assessments vary depending on their pathway: Design, Visual and Media Arts or Performing Arts. We have found it difficult to fully roll out the new curriculum during Remote Teaching and plan a relaunch next school year when we anticipate being on-site.

The Focus and Home group results show that a current strength is “the CTE development that is integrating arts and academics even more with a career-pathway perspective; This is work that needs to be ongoing”. Teachers feel that “Although we started applying CTE standards in ELA classes this year, teachers still need more guidance in teaching integrated English and arts.” It appears that we need to deepen the CTE integration into the ELA curriculum as well as advance the integration into other departments.

3. Support of Student Mental Health

From student surveys we have found that students feel that there are few disturbing forms of behavior present on campus:

“ The majority of students have not observed alcohol or drug use at OSA, harassment based on race, ethnicity, or sexual identity. They have not observed theft or cyberbullying.

It is more likely that they have observed physical fighting, inappropriate use of technology, lack of respect for staff, peer pressure or bullying, cutting classes and depression or other mental health issues.

When responding on a personal level, students have engaged in disruptive behavior, depression or other mental health issues and cutting classes or being truant.” We are in a position to provide stronger mental health supports for students.

In our last self-study, Priority 2 was:

IMPROVE SPECIALIZED SUPPORT FOR ALL STUDENTS.

We accomplished this goal by forming a new Student Support Team which provided “Support for equal access, academic and personal counseling, college and career preparation support and health services.”

The Student Support Team has been specifically restructured to ensure comprehensive 1-on-1 supports are provided for all students. The goal of the team is to establish and maintain a positive school culture (grades 6-12) in which all students are motivated to learn, support each other, and have structures in place that assist students in accessing

their full artistic and academic potential. The team consists of the following staff members:

- Assistant Principal, the student support team lead working to design and implement structures that support the team mission,
- the Dean of Students, who oversees the student discipline of all students grades 6-12 and supports teachers in the implementation of restorative practices in the classroom,
- the Head Counselor/Counselor Grades 6-9, who ensures that our course offerings are preparing students for a multitude of college and career opportunities and monitors the placement of students in the appropriate classes,
- the College and Career Counselor/Counselor Grades 7-12, who monitors student progress and works closely on the college application process with students and families during high school as they approach graduation,
- and the Mental Health Coordinator, who provides individual and group counseling to students that are identified as needing specific mental health supports.

Even with all of these supports in place, we are still experiencing a high need for mental health support among our student population. This need has only been exacerbated as we have been in Remote Learning, and will continue to be present as students return to in-school learning. As stated by our Focus Groups: “Difficult to identify student challenges in a Zoom environment. Difficult to contact parents & families in a Zoom environment. Students may not be attending the support sessions that are available due to the challenges of online instruction.”

In addition, reports from the Student Support Team state that we need to “improve our outreach to high needs students. We would like to encourage high needs students to attend OSA. We note that there are increasing numbers of homeless/transitional students due to the pandemic. We recognize that foster students need an advocate and that we need to design this type of support.” We would also like to “accurately report our High Needs Students. We would like to better monitor our students in terms of free and reduced lunch and housing, because we believe there are mistakes and the numbers are underreported. We would like to have one person monitoring this situation, and if the position were filled with a social worker, we could more easily connect students with services.” In addition, as we enroll youth from challenging backgrounds, we would like to have the mental health supports in place to ensure their success at OSA.

c. Strengths, Growth Areas, Next Steps

Focus Group	Strengths	Growth Areas	Next Steps
A: Organization	Parent Involvement	Communication	Communication - Clearer paths for

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	<p>-Many parents have added their names to the volunteer catalog.</p> <p>School Attitude -Faculty, staff and students value and practice creativity.</p> <p>College & Career Readiness -Students are prepared for College. -CTE curriculum and standards amplifies the artistic expertise of students -Students are made aware of scholarship opportunities - Work based learning opportunities are provided in several of the arts emphasis' with more internships and mentorships planned for the future</p> <p>Alumni -Alumni feel connected to OSA and come back to visit and lend their support by bringing their college or career experience to current students</p> <p>Community Building</p>	<p>-The Oakarts website contains a lot of information but it needs to be more user-friendly. -There is room for growth in finding ways to help stakeholders. - We need to encourage people to attend meetings so they are informed - We should add a blurb to the newsletter to encourage people to come to the next board meeting -We need a procedure for providing data if someone requests information in between our reporting deadlines.</p> <p>OSA Board of Directors -Need to heighten the Board presence on campus. -Board goals need to be reshaped. It is a governing board and focus needs to shift to becoming a fundraising board.</p> <p>Uniform Complaint Procedure -Clearer procedures need to be developed so that everyone knows</p>	<p>distributing and obtaining information</p> <p>OSA Board of Directors Encourage the Board presence at student events</p> <p>Uniform Complaint Procedure Create a document to accompany the form outlining the steps</p> <p>Finances Rearranging the Finance Committee meeting time</p>
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	<p>-Student Affinity Groups - There is engagement of our community through Town Hall events, Board Meetings and the monthly newsletter -A teachers' union was started in the Spring of 2019 called COSATS</p> <p>Student Support & Engagement -Our high graduation rate is an indication of strong student support and engagement -Our high attendance rate is an indication of strong student engagement - Student support team functions well and is constantly improving - Our student support team uses data to promote positive student outcomes</p> <p>Arts Division - We provide strong artistic programming for our students - We have an Arts Speakers Series which promotes</p>	<p>what will happen if a complaint is raised.</p> <p>Finances -Meetings of the Board Finance Committee happen at the worst times - mornings during the week when students, teachers, and many parents can't attend -It would be nice to have the financial meetings when all can attend -The budget comes from the board down, and we have only recently been granted access -The cost of the student health/wellness centers are adding cost to the budget. These funds could have been spent on other things.</p> <p>Facilities -We need to look for new arts spaces/buildings that are safe, seismically retrofitted, have fire detection and suppression systems. -We need to provide space and facilities</p>	<p>Encourage community participation in budget discussions</p> <p>Facilities Locate and develop spaces to accommodate our arts departments</p> <p>Diversity, Equity and Inclusion Hire a DEI Coordinator to monitor and encourage the skills we have developed during our trainings</p> <p>Alumni Increase our outreach to alumni</p>
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	<p>interest and vision for our arts classes -Arts departments provide performance opportunities for all eligible students</p> <p>Diversity, Equity and Inclusion -We committed to year long Professional Development training to understand and improve our DEI practices</p> <p>SPED -Special education services are provided by a strong team</p> <p>Finances -We have transparency in our financial procedures. -There is more agency in resource allocation than ever before now that COSATS is active/partnering in resource allocation</p>	<p>that are specialized for arts.</p> <p>Diversity, Equity and Inclusion -We need to keep expanding our efforts in this area. -We should work on increasing diversity and retention of teachers of color.</p> <p>Alumni -We need to leverage our alumni relationships more fully.</p> <p>Advancement -We need to increase family participation in the annual fund. -We need employee participation in the annual fund.</p> <p>College & Career Readiness -We need to provide more work-based learning opportunities</p> <p>Community Building -Students/parents should be more involved in leadership positions. -We should establish more of a social media presence.</p>	<p>Advancement Continue the support of our advancement department</p> <p>College & Career Readiness Increase the number of internships</p> <p>Community Building Continue outreach to the community for partnerships through attendance at events and social media</p>
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		<p>-We should look for more collaboration and partnerships with other organizations.</p>	
<p>B: Curriculum</p>	<p>Arts Division - An arts school with arts faculty who are all professionally-trained artists.</p> <p>College and Career Readiness -CTE development that is integrating arts and academics even more with a career-pathway perspective, -We provide students with real world experiences that will help them be successful in either post-secondary schooling or career opportunities.</p> <p>SPED -We are an inclusion school regarding students with IEPs so access is foundational in our approach to teaching arts and academics.</p> <p>Curriculum -Academic teachers and arts Faculty who</p>	<p>Academic Division Math -CPM curriculum should find even more practical, “real-life” problems which may speak more to our students of color.</p> <p>College and Career Readiness -One important gap in our curriculum and public messaging is the value in teaching students at the high school level how to get a job and be independent <u>without</u> needing to feel they must go to college in order to be successful. We feel this could be an important motivator for those students who may have no plans or interests in a post-secondary education. This would provide more value to an OSA diploma and not less. -Since Economics is a required course, it</p>	<p>Academic Division Encourage all departments to develop curriculum that pulls in the real world making lessons more relevant to students College and Career Readiness Increased support and recognition for students who do not plan to go to college. More curriculum devoted to life skills.</p>

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	<p>are grounded in the current grade level curriculum provide links to current events and current cultural phenomena to make the curriculum both relevant and rigorous. Examples: Many classroom discussions and art making related to the recent Black Lives Matter movement, the 2020 Election, the COVID19 Pandemic, etc.</p>	<p>would be very useful to provide some more practical education on budgeting and cost of living in the Bay Area, etc.</p> <p>SPED -Despite our strengths as an Inclusion school, the Special Education Department still gets marginalized too often and there are still too many general ed and arts teachers who do not fully understand their crucial, even legally mandated, role in implementing and even abiding by a student's IEP. We need to keep growing our Inclusion Mindset!</p> <p>Communication -Support families to most effectively utilize technological tools to enhance communication with school staff and support of students.</p>	<p>SPED Increased training and oversight for general ed teachers in regards to SPED</p> <p>Communication Offer workshops on the use of school technology tools for parents and guardians</p>
<p>C: Learning and Teaching</p>	<p>Community Building -Our school has a strong sense of community, even</p>	<p>Facilities - Limited differentiation due to lack of staffing and space. In middle</p>	<p>Facilities Increase the amount of space available for conducting identified arts</p>

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	<p>during Covid. -Students and teachers are sharing their art through Zoom and other methods. This is inspiring to the entire community. -Community is being built at OSA by ensuring that students and teachers have opportunities to interact both inside/during class and outside of class time.</p> <p>Alumni -Having alumni involved is very helpful for new students and teachers, gives us a sense of shared history and a feeling that OSA is a community to be part of for life.</p> <p>School Attitude -OSA staff and students have a problem-solving, flexible, can-do attitude. This has been very important during Covid with the continuously changing state guidance, etc. -OSA teachers go above and beyond</p>	<p>school, one teacher oversees all digital media students grade 6-8. All HS students, grades 9-12, also share one classroom. These limitations make it difficult to differentiate for more advanced students to engage in more long-term and complex projects.</p> <p>College & Career Readiness - Need more opportunities for internships for 11th and 12th graders with relevant art firms/industries - Need for more TA and mentorship opportunities for 11th and 12th graders</p> <p>Professional Development - We need “real” professional development, like what we are having now with Diversity and Equity training. In the past, much of the PD has been run by teachers. We need funding for teachers and Department Chairs to attend</p>	<p>classes</p> <p>College & Career Readiness Offer more TA spots and mentorship opportunities for 11th and 12th graders</p> <p>Professional Development Offer more professional development that is led by outside experts. Also, allow and fund teachers to attend conferences and trainings outside of school.</p>
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	<p>to help their students, holding extra office hours as needed, running numerous clubs, attending student performances, etc. -Students are taking initiative by starting their own social groups and clubs in order to stay connected to each other and to the school.</p> <p>Communication -Students and teachers' input have been/are being considered in developing the remote learning schedule and program. -Administration is accessible and responsive to concerns, even during remote learning.</p> <p>Student Leadership -Students are being asked and encouraged to run assemblies, clubs, etc.</p> <p>Mental Health Students' emotional well-being is being addressed in the</p>	<p>conferences in their fields and to continue to develop. Often experienced teachers are asked to lead and are not given the opportunity to continue to grow. Also, too much is left for teachers to figure out on their own, such as teachers volunteering to present ideas for teaching online as our only real training in remote learning.</p> <p>Teacher Support - We need more support for new teachers, so that they see we are invested in them becoming part of the OSA community. Ideas: Buddy system, ongoing observations with suggestions for improvement, collaboration as a norm, regular meetings with opportunities to share ideas as well as ask questions. - Classes should be set up so that there is not an entire grade level with new teachers, as has happened a few times in the past few</p>	<p>Teacher Support Increased and codified support for new teachers is necessary. Create opportunities for teacher collaboration. Need more oversight of teacher growth plans.</p>
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	<p>time of “distance learning” by providing them many extra-curricular activities and clubs, so they can keep up their social connections.</p> <p>College & Career Readiness</p> <ul style="list-style-type: none"> -Supporting students for post high school education. -Ability to switch arts emphasis gives students the opportunity to explore more than one passion. -Artist Speaker Series: All students have access, (school-wide assembly) not just a particular emphasis or classroom. -Business of the Arts: This is now a linked learning class, part of the academic division in both pathways. <p>Technology</p> <ul style="list-style-type: none"> -During COVID & Remote Learning, we have been able to provide computers (chromebooks & laptops) and hotspots to students, which has been 	<p>years. Collaboration should be required of new teachers, instead of them being given an entire class to teach on their own (Example: Biology or U.S. History)</p> <ul style="list-style-type: none"> - We need a more effective teacher evaluation system with the goal of continuous growth, not just checking up when things go wrong. Students want the opportunity to follow up on surveys, to see if a teacher is improving or not, and to know how the data they provide is being used. <p>Student Support</p> <ul style="list-style-type: none"> - Student support has not been consistent enough in remote learning, and some students are falling through the cracks. We have accumulated a lot of data on who they are and why they are struggling, but we have not done enough to help them. - We need a stronger remediation program (Math 	<p>Student Support</p> <p>Need to provide more consistent student support once we have the data indicating struggle. We need to add remediation classes for math and literacy that are well specified. We need to identify and support new students who are struggling as soon as possible.</p> <p>Diversity, Equity and Inclusion</p> <p>We need to hire a full-time DEI Coordinator and Curriculum Developer. We need to create and use an accountability rubric</p>
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	<p>crucial to their continued learning and provides equitable access for all students</p> <p><u>Arts Division</u> Music: Strong selection of musical choices from a variety of cultures.</p> <p><u>Academics Division</u> Science: Biology - Curriculum aligns more with NGSS, taught from an inquiry and phenomena perspective rather than rote memorization. This allows for many ways to differentiate instruction and assess for the zone of proximal development and foundational skills/ concepts. Emphasis is on usage of evidence-based arguments, critical thinking, and problem-solving.</p> <p>Math -Teacher retention is higher since 2018 -Providing math support for students who need it so that they can get through</p>	<p>support and Literacy support), especially for new students. They need to be identified and supported with an action plan right away, with the goal of getting them to the level where they can achieve success in the regular classroom as quickly as possible.</p> <p>Diversity, Equity and Inclusion - We need to really commit to this by: 1. Hiring a full-time DEI Coordinator and Curriculum Developer, and fulfilling the other recommended objectives (Students reps, Avid Coordinator, required A-G Ethnic Studies class) 2. Creating an accountability rubric and holding everyone accountable through evaluations based on this rubric 3. Committing to hiring and retaining teachers and administrative staff of color</p> <p><u>Arts Division</u></p>	<p>and we need to hire and retain faculty and staff of color.</p> <p>Arts Division Integrate a global view into all arts classes. Create a world music class. Provide a foundational computer literacy class for incoming students.</p> <p>Academic Division Need to create organized</p>
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	<p>the requirements for high school. -Better vertical alignment in recent years; reviewing material that has been covered in one subject and using it for the next year -Re-evaluating curriculum to see what topics are more important than others - making sure that there is more depth than breadth in our curriculum -More students are achieving at higher levels of math than before -We have more students taking both college Calculus and AP Calculus than prior years</p> <p>ELA -Students are assessed for reading comprehension skills at different points during the year, and for the most part students' reading comprehension skills improve over the course of the year. This also provides the school with data and gives an alert to address when students don't meet the typical growth</p>	<p>Music Theory: - Should not be a white-centric, European construct - Should provide a more global and diverse view of concepts and instructional topics.</p> <p>World Music: -We are hoping to create a class for students to learn more about cultural styles of music throughout the world</p> <p>Digital Media -We would like to provide a foundational computer literacy class for incoming students who have never worked on a laptop or desktop before but are currently limited by number of staff available to teach different sections during the same time block</p> <p>Academics Division Science -More resources and opportunities needed for hands-on instruction and activities. -More vertical alignment between related subjects and</p>	<p>spaces/closets for supplies and materials for all departments.. Create a vertical alignment matrix for all courses by department. In math, we need to continue addressing the access gap for students of color. We need to support students at <u>all</u> levels in math. We would like to add new courses to the math department, including computer science. We need to continue on with our arts integration into HS ELA classes. Teachers need training to do this.</p>
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	<p>curves as seen on the standard assessment.</p>	<p>content (7th grade Life Science and 9th grade Biology, for example). -More vertical alignment of transferable science skills between subjects (NGSS Science and Engineering Practices and Crosscutting Concepts)</p> <p>Math -We still struggle with an achievement gap for black and brown students -Struggle with differentiation and being able to allow student achievement at all levels -More resources and opportunities needed for the application of mathematics to real world application within the arts - ie. using music and math, architecture and math, etc. -We struggle with finding math from other worlds; everything we have is from old european men -Need computer science as a part of the math department</p>	<p>SPED Increased training and oversight for general ed teachers in regards to SPED. Professional Development should focus on SPED support. SPED Students with learning challenges need more support during remote learning.</p>
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		<p><u>ELA</u></p> <ul style="list-style-type: none">- More training on how to integrate curriculum with arts. Teachers are willing to teach more lessons aligned with the arts program, but need guidance.-More work is needed on bringing diversity to the middle school reading selections. Selections that are more current and which reflect the diversity of the student population should be considered. <p><u>SPED</u></p> <ul style="list-style-type: none">-It is challenging to make sure that student accommodations are in place for the SPED students. It is difficult to engage in pertinent discussions about accommodations, as there is not much response from emails, and there is not a consistent designated time to have face to face time with the general education teachers-General education teachers need to	
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		<p>have a lens that focuses on how to plan and prepare for students who have accommodations and modifications.</p> <p>-We have not had designated professional development that addresses notions of scaffolded instruction, expectations around lesson planning, and making sure there is appropriate and consistent assessment (driven by standards) that is tracked, monitored, shared with students, and guides instruction.</p> <p>-During Remote Instruction/Distance Learning, our identified students with learning challenges (SpEd: students with IEPs) need more support. During class our “push in” process has been hindered by the constraints of a Zoom meeting. Outside of class, our students who have minutes allocated to them in their IEP paperwork are feeling “Zoomed out” and are less likely to</p>	
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		attend the “pull out” meetings.	
D: Assessment and Accountability	<p>Grading -The school has a standard grading scale for all classes. -The school has a single eligibility standard for all subpathways, based on performance across all classes.</p> <p>Communication -All teachers use Powerschool, Google Classroom, progress reports, and report cards to share data with parents. -The use of Talking Points software has helped bridge the language barrier between teachers and parents, which has helped with student performance. -OSA began using these online forms of communication before the pandemic, which made it easier for students to adapt and continue to participate in school</p>	<p>Performance Monitoring -The school is in the beginning stages of more formalized tracking of student performance and growth by department and grade level. Departments are working on ways to authentically measure this year after year. Some departments are further along the process than others, and some have more natural ways to measure progress due to the nature of the content. -Right before Covid, the school began a schoolwide initiative to track other aspects of student growth across the years, with the goal of determining scaffolded, developmentally appropriate targets around skills students should be developing more broadly. This effort needs to be continued.</p>	<p>Performance Monitoring We need to develop formalized tracking of student performance and growth for all departments. We need training in assessment by professionals. We need to develop targets for skills that we would like to see throughout the entire school population and a means for monitoring growth.</p> <p>Student Support Need to provide more consistent student support once we have the data indicating</p>

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	<p>during remote learning.</p> <p>-Grade level teachers are given meeting time to check in with each other across departments to communicate about common standards and expectations.</p> <p>-Departments meet regularly to examine student performance and find ways to better articulate the curriculum across the grade levels.</p> <p>-OSA has a strong commitment to honoring stakeholder feedback. For example, the school implemented a block schedule and an advisory class based on student, teacher and parent feedback. Both endeavors are still in development as their implementation was slowed down during the pandemic.</p> <p>Student Support</p>	<p>Student Support</p> <p>- OSA needs more Math and Literacy support classes put into place based on analysis of student scores and needs.</p> <p>- We have incorporated some support classes, but consistency needs to be developed as to expectations for class time, associated teacher support of the class, and outcomes.</p> <p>- Students would like more electives put into place to enhance student engagement and relevance for their futures.</p> <p>Diversity, Equity and Inclusion</p> <p>-OSA has engaged in professional development for training in Diversity, Equity, and Inclusion to better respond to the needs of staff, faculty, and students. However, there will be significant work in the upcoming years to fully implement these DEI principles to fully and authentically support student learning.</p>	<p>struggle. We need to add remediation classes for math and literacy that are well specified. We need to identify and support new students who are struggling as soon as possible. We need to select and offer more electives to enhance student engagement</p> <p>Diversity, Equity and Inclusion</p> <p>We need to hire a full-time DEI Coordinator and Curriculum Developer. We need to create and use an accountability rubric and we need to hire and retain faculty and staff of color.</p>
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	<p>- OSA has a strong student support system for both academics (counselors) and mental health (Wellness team), which helps alleviate some barriers to effective learning.</p> <p>- Various programs are being put into place to better support our students as arts students, such as the introduction of Business of the Arts class. This started as an elective and is now a required class for 9th graders.</p>		
<p>E: School Culture</p>	<p>Student Support</p> <p>-Mental Health supports are in place. We have multiple staff members who meet one on one with students to support their mental health needs.</p> <p>-Student support team meets regularly to support students who have been identified as</p>	<p>Student Support (during Remote Learning)</p> <p>-Difficult to identify student challenges in a Zoom environment</p> <p>-Difficult to contact parents & families in a Zoom environment.</p> <p>-Students may not be attending the support sessions that are available</p>	<p>Student Support (during Remote Learning)</p> <p>We are attempting to bring students back to campus - both struggling students who require support and students by grade level</p>

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	<p>needing additional help. -The diversity in arts classes offered at the school also helps provide support for student social & emotional needs.</p> <p>SPED -Special Education Department is currently on a positive trajectory in providing student support.</p> <p>Counseling -The Academic Counseling Team has established procedures that help students achieve success in their academic classes.</p> <p>Creative Career Pathways -School culture is and will continue to be enhanced as we pursue the Creative Learning Pathways goal of integrating academic and art curriculum</p>	<p>due to the challenges of online instruction -We have not held formal parent/ teacher conferences while we have been online</p> <p>Supplies -Need more funding to provide some additional and helpful supports to students (such as the purchase of audiobooks)</p> <p>Enrollment -There is some concern about the school program as OSA transitions from accepting students who have gone through an artistic auditions into enrollment by lottery</p> <p>Diversity, Equity and Inclusion -Student affinity groups (Black Student Union, APISA, Latinos Unidos) and parent support groups (POC and PODS) have expressed the need for greater</p>	<p>Supplies Admin will continue to pursue grants and funding opportunities to support the purchase of additional supplies.</p> <p>Enrollment Admin will meet with and survey parents, teachers (both arts and academic), staff and students as we move into this new enrollment process.</p> <p>Diversity, Equity and Inclusion We need to hire a full-time DEI Coordinator and Curriculum Developer. We need to create and use an accountability rubric and we need to hire and retain faculty and staff of color.</p>
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		support for students of color, including inclusive curriculum, equitable policy setting, and appropriate and timely academic support	
Home Group: Parents	Many opportunities for involvement. Students are so happy and proud to be part of the school. Staff working so hard during COVID!	Hard to find information regarding school lunch and menu items. Not always sure who to contact for help. Parent Home Group: Feedback	
Home Group: Students	Enjoy their arts classes Students support each other Value their collaboration over competition Prefer open-ended questions and project-based assignments	Students would like to receive the same informational emails that parents receive. Students would like to have access to more internship opportunities. Would like to see OSA reflect the diversity of the Bay Area Want to know how the student survey results are used - and then take effect Would like curriculum to reflect more cultures - not	

		just focus on Shakespeare in HS English Would like more STEM opportunities	
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d. Themes from the Strengths and Areas of Growth

Obviously, many of these themes are intertwined but we have attempted to categorize the topics that were brought up consistently.

School Strengths

Parent involvement, school attitude and student engagement are all seen as school strengths. Stakeholders feel that students are being given opportunities to develop leadership skills. During the pandemic, students’ mental health needs and technology needs are being addressed. It is felt that teachers are aware of and address current events in their classes. Grading standards have been established consistently. The Counseling Department has developed monitoring procedures that support student academic success. The newly established Creative Careers Pathways program will increase student engagement as we integrate academic and arts curriculum.

Several themes elicited mixed reactions from stakeholders.

College and Career Readiness

Students are well prepared for college, including being made aware of scholarship opportunities. Several real world opportunities have helped prepare students for life after high school, including internships and mentorships. The artist speakers series and the Business of the Arts classes have supported students in their understanding of possible career paths. Integration of arts and academics based on the CTE standards along with the ability to switch arts emphasis give students a broader perspective on their future. However, it is thought that we need to provide more work-based learning opportunities, including internships, mentorships and even the opportunity to serve as TA’s for various classes. We also need to help students prepare for their future in practical terms, such as

knowing how to budget and understanding “cost of living”. One gap in our school message is leading students to believe that they must go to college to be successful.

Alumni

Although we have benefitted from returning alumni bringing their experience and perspectives back to our students, it is felt that we need to leverage our alumni relationships more fully.

Community Building

There is an active community at OSA as exemplified by the number of student affinity groups and stakeholder participation in Town Hall events and Board meetings. Parents, teachers and students are attending community events during COVID. Currently, students and teachers are sharing their art through Zoom. A teachers’ union was started in the Spring of 2019. However, the community could be even stronger if students and parents were more involved in leadership positions, we had more of a social media presence and we created more partnerships with outside organizations.

Student Support

The Student Support team functions well and is constantly improving. They use data to support positive student outcomes. The team helps lower barriers for learning. 9th grade students now take a Business of the Arts course which helps support students as artists. Although we do have a lot of data about how students are performing, there have not been enough supports during remote learning to ensure school-wide student success. Students who need ZOOM sessions for intervention don’t always show up. We need to provide math and literacy support classes to help with remediation. New students who struggle need to be identified quickly and interventions offered as soon as possible.

Academics

Classes adhere to current standards (Common Core, NGSS) which support the latest research on student learning. Improvements are being seen in math, with higher teacher retention and better vertical alignment between courses. Students are achieving at higher levels of math than before and more students are taking college level Calculus and AP Calculus than prior years.

However, in math, it is recognized that students of color are still having difficulty fully accessing the curriculum. It will be helpful when the arts and more real life problems are integrated into math. Science needs more resources and opportunities for hands-on learning and there needs to be more vertical alignment between courses. Although we started applying CTE standards in ELA classes this year, teachers still need more

guidance in teaching integrated English and arts. Also, more diversity is needed in ELA class reading selections.

Arts

We have a strong artistic program for our students. They are being trained by professional artists. They are able to learn from the experiences of practicing artists through our speaker series. They have opportunities through their departments to perform for the public. However, some improvements could include more emphasis on a global and diverse view, including world music and culture. It would also be beneficial for new students to be exposed to a foundational computer literacy course.

Diversity, Equity and Inclusion

We are currently involved in a year long professional development training to understand and improve our DEI practices at OSA. Many feel that we need to keep expanding our efforts in this area by hiring a DEI Coordinator, creating accountability rubrics and recruiting and training staff of color. Parent and student affinity groups have expressed the need for greater support for students of color.

SPED

The SPED team is perceived to be strong and improving. We have a lot of SPED students at OSA, so providing access to all class curriculum is foundational to our approach. However, there is frustration exhibited by the SPED department due to the general education teachers' lack of communication and observation of accommodations. Work needs to be done for everyone to have an Inclusion Mindset.

Finances

The budget is determined by the Board and passed down to the community. It is felt that we have transparency in our finances and that our resource allocation is better understood with the teachers' union involved in finance discussions. However, it would be preferred to have the Board Finance Committee meet at a time when more people can attend so that more opinions for resource allocation could be taken into account.

Communication

Teachers have been and are adept at communicating using technology tools. Teacher meetings happen frequently, in divisions, across grade levels and within departments. Surveys are distributed to stakeholders regularly and have helped guide new additions to the schedule including two block days and an advisory class. Students, teachers and parents have contributed to determining the school schedule and the norms during remote learning. It is felt that the administration is accessible and responsive to concerns.

Although the OSA website holds a lot of information, it is not particularly user friendly. We need to do a better job at communicating in all ways - meeting announcements, encouraging enrollment. We could support families in a better way by offering seminars about technology use.

Areas that require attention

People would prefer that the Board increases their presence on campus. Some feel that the Board needs to become involved in fund-raising for the school. We need to have clearer procedures for filing a Uniform Complaint. We need to increase family and teacher involvement in the annual fund drive. Arts teachers would like to have facilities that can better accommodate their classes. In addition, there are perceived needs for supplies to help support students in the classroom.

There were many findings in terms of teacher support. Teachers want “real” professional development, in other words, experts brought in from the outside, as well as opportunities to attend conferences and trainings. We should offer more support to new teachers. If we invest in them they will be more likely to become part of the OSA community. New teachers should have an experienced teacher presenting the same class so that they can collaborate. We need a more effective teacher evaluation system that promotes continuous growth.

We need to become more adept at formalized tracking of student performance and growth by department and grade level. Finally, there is apprehension on the part of the staff as to how OSA will accommodate new students as we transition from enrollment by audition to a lottery system.

e. Strategies and activities for addressing major student learning needs

1. Math Achievement for all, especially minority groups

College and Career Readiness

Students need to be “math ready” for college and/or career by taking and passing high school A-G math courses. We need to closely monitor student performance so that they will be well positioned for participating in college classes.

Student Support

We will provide a math support class that is well-structured. The student support team will closely monitor student progress and alert teachers, students, parents and the math support class teachers when students are struggling. They may also recommend students to join the math support class.

Academics

Math teachers will research and use best practices in their classes. Math teachers will work closely with the Student Support Team to monitor student progress and offer

interventions at the earliest opportunity. Other academic departments will employ the math strands listed in their standards to support the math mindset.

Diversity, Equity and Inclusion

Math teachers will employ equitable practices in their classrooms. We will use equity rubrics to evaluate teacher DEI practices. Teachers will look for opportunities to introduce topics that are world-based. We will expand our hiring outreach to reach more teachers of color.

SPED

Math (and all) teachers will support SPED accommodations and bring a SPED mindset to their teaching. Math teachers will work with the SPED team to ensure student progress and success, in both classwork and tests.

Finances

Administration will work with the finance team to provide the funding necessary to purchase materials that may help with student learning. Funding will be made available for teacher professional development.

Communication

All stakeholders need to communicate fully to support math growth at OSA. Teachers need to alert students and parents of progress. The Student Support Team needs to be in communication with students, parents and teachers. The administration needs to monitor progress and present this information at both Board and Town Hall meetings.

2. Inclusion of Arts Field experience (CTE)

College and Career Readiness

Transitioning to CTE-based arts and academics integration will better prepare students for their future by giving them knowledge, experience and insight about future career paths, whether they attend college or go straight into a career.

Alumni

Increasing our alumni presence on campus will allow students to connect with former OSA students in the “real world”, helping the students deepen their understanding of how the arts and academics will influence their futures.

Student Support

The student support team will play an important role in monitoring and supporting struggling students as they attend classes with arts and academic integration. They will provide a broad view as to how students are doing with the newly integrated curriculums.

Academics

Academic classes will offer a higher degree of engagement for students as teachers begin to integrate CTE standards into their classes. Teachers will need support as they transition to the new curriculum.

Arts

Arts teachers will play a crucial role in delivering the CTE standards for their pathway and supporting the arts integration into the academic classes.

Diversity, Equity and Inclusion

Inclusion of arts field experience at OSA will help support diversity as students have opportunities for understanding their art from more perspectives (within academic classes). As arts are integrated into academic classes, there should be awareness of providing a global perspective. Student engagement should increase in all populations as art and academics are integrated.

SPED

SPED students may develop more understanding in their academic classes as the curriculum becomes more closely tied to their art pathway. Teachers will need to apply new types of accommodations as they adopt the CTE standards.

Finances

There will be additional costs as all classes require a wider range of materials to support the new CTE standards.

Communication

A great deal of communication will be required as we adopt the CTE standards, especially as the school integrates the standards into more departments. Parents will want to understand what this process entails and be made aware of student progress in both arts and academics. Progress in all areas will need to be fully communicated to the Board and at Town Hall meetings.

3. Support of Student Mental Health

College and Career Readiness

As we incorporate CTE standards into all curriculum, students will find their coursework more relevant and engaging. They may find their confidence increased as their artistic profile develops. Focus on and success in their art may support students' mental health.

Alumni

Increasing our alumni presence on campus will allow students to connect with former OSA students in the "real world", helping the students deepen their understanding of how the arts and academics will influence their futures. This may help lower anxiety levels as students have more understanding of their career path.

Community Building

Continuing and increasing opportunities for community engagement will support student mental health. Making friends and being part of a community will help students feel seen and understood. These supports will help alleviate feelings of isolation and support positive mental health.

Student Support

Growing the Student Support Team will offer opportunities for counseling, both one on one, and in small group settings when mental health issues arise. The team can also provide outreach for families and students who need additional mental health supports.

Diversity, Equity and Inclusion

Students of color have expressed feelings of alienation in classes where they are “different” or their culture is not acknowledged. Training for all in DEI principles and application of this learning in the classroom will make a more comfortable environment for all of our students. Increasing the number of teachers and staff of color will create a more diverse and inclusive school setting.

SPED

Bringing a SPED mindset to all of our work will provide more access to our curriculum for all students. As we increase our ability to honor SPED requirements, we will be allowing our SPED students to feel less anxious about their ability to participate in the classroom, thus lowering their stress levels and better supporting their mental health.

Finances

We need to provide the funding to support the mental health staff that is required to run one on one counseling sessions, lead mental health small groups, and track students who may be transitional in their living situation.

Communication

Communication and training needs to be provided for all stakeholders in support of mental health. We have many students who are exploring their gender identity, as well as their identity as an artist, and the community would benefit from seminars and presentations that offer ideas about supporting students through these times.

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Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Oakland School for the Arts WASC Action Plan 2021

Priority 1: The staff and administration will develop a plan, based on data, to ensure rigorous curriculum and quality instruction that challenges all students.

OBJECTIVE/ ACTIVITY	TIME LINE	WHO'S RESPONSIBLE	MEANS TO ASSESS	METRICS	RESOURCES NEEDED/ PROFESSIONAL DEVELOPMENT
1. OSA will support students in math and ELA achievement with middle school and high school math and ELA support classes	Fall 2021- Ongoing	Principal Math Chair Math Faculty English Chair English Faculty	CAASPP math scores; Benchmark exams; Math class grades; CAASPP ELA scores; Benchmark exams; English class grades, Lexia, SRI and MTDP scores	CAASPP baseline to be established in 2021-22; proficiency growth will be 3% annually in all demographics	Data collection tools; CAASPP practice materials; set up classes. Lexia training, FTE for intervention classes and support
2. Incoming students will be assessed to determine what supports are needed. A comprehensive orientation will be established.	Fall 2021- Ongoing	Principal Asst. Principals Math Chair English Chair	Results of SRI and MDTP assessments; Supports developed	100% of students will be assessed and correctly placed and/or provided supports	Assessment tools Teacher Time Funds for support systems
3. OSA will continue to explore an academic assessment approach that may include: benchmark	Fall 2021 Spring 2022	Principal Department Chairs	Assessment documents Results of assessments List of supports	Analysis of department assessments; Results of analysis to use	Professional Development time; Teacher attendance at informational and training seminars

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assessments, skills-based exams, subject-specific expectations			List of students assisted	to improve curriculum	
4. Structures will be in place to ensure success in all classes. Both internal and external factors will be analyzed to balance workload and determine program need. Students will be empowered to work with teachers on special accommodations and schedules based on performances and other activities.	Fall 2021 - ongoing	Grade level counselors, Academic and Arts Teachers, Students ,and Families	Graduation progress monitoring systems, Student grades Independent Study Rosters	95% of students will retain performance eligibility; 90% of students involved in major performances will not suffer grade reductions;	Counseling team Arts Calendar
6. When benchmarks and other tests are determined, a remediation plan will be created for students who do not meet the expected levels.	Fall 2021 - Spring 2022	Teachers Students Support Classes	Student GPAs Internal assessments	75% of identified students will take part in the remediation plan	Expectations and Norms established for all classes
7. OSA will develop a data study plan that correlates with the Common Core curriculum and demonstrated student need in math and ELA. A process for reporting data will be developed.	Spring 2021- Spring 2022	Director Principal Asst. Principal Faculty	Data documents Common Core assessment data	Two faculty PD sessions annually will focus on data study, including all math and ELA results	Common Core assessment data Data collection software Professional development time
8. OSA will reduce the access gap between groups that represent: ethnicity, disability status, economic status.	Fall 2021- Ongoing	Director Principal Asst. Principal SPED Director, Grade Level Counselors All Faculty	Benchmark results Graduation progress Test scores GPAs	On math & ELA CAASPP results, OSA will move the scores of all student groups who are below the standard up	PD time Data collection tool

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				by 10 points each year	
9. OSA will serve students with special needs through Special Education, and RTI and 504 systems. Students will show evidence of achievement in all areas through GPAs and graduation data.	Spring 2021- Ongoing	Special Education staff 504 Coordinators Faculty Students Families	Student achievement data	On math & ELA CAASPP results, OSA will move the scores of students with special needs who are below the standard up by 10 points (same goal as above for non-disabled students)	Special Education funds RTI and mental health funding
10. Student leadership groups will take an active role in helping fellow students through tutoring and mentorship.	Fall 2021- Ongoing	Ass't. Principal Student leaders Students Families	Math Support ELA Support Class attendance	Students with availability during the math & ELA support classes will be offered a TA position	Meeting time Enlistment of TA's
11. Math teachers will receive in-depth professional development and training.	Fall 2021	Principal Math Department Chair Math Faculty	Math teacher survey	Teacher observation shows evidence of techniques learned in PD and training	Expert Consultants on Math pedagogy
12. A credit recovery system will be put into place to ensure high school students are on track to graduate in their math courses and are A-G eligible	Fall 2021	Counseling Team	Graduation rates	98% of seniors will graduate each year; 100% of students in need of Credit Recovery will have access to online courses and follow-up monitoring. 80% of graduates will be A-G eligible in 2022, 90% in 2023, 95% in 2024.	PD/Training for academic counselors Funds for on-line courses Time and space for student study.
13. OSA will ensure that all students receive the appropriate level of challenge in all classes, whether in a traditional class or	Spring 2021	Principal Asst. Principal Faculty Department - Chairs	Student and family surveys	All teacher syllabi will reflect differentiation strategies; syllabi of new electives	Professional Development time and funds Curriculum materials Development time for new courses

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in an elective, specifically ensuring that advanced students receive a differentiated curriculum.					
14. OSA academic staff will increase opportunities for advanced students by exploring the opportunities to enter academic competitions, i.e. EAA Bridge Building, Math Olympics, Technovation technology challenge	Fall 2021 - ongoing	ALL	Competition entries	In 2021-2022 and each following school year OSA will have a team entering at least two enrichment competitions	Funds for travel Time for practice Faculty supervision of clubs
15. Appointment of a "Math Data" monitor to provide information to gauge math growth and areas of need.	Spring 2021 - Ongoing	Math Department chair	Access to all math benchmark scores, CAASPP, and any other math tools that are employed	Scores will increase on the benchmarks as well as on the CAASPP, especially among minority groups	Stipend for monitor position

Priority 2: The school will continue to integrate the CTE pathway model program with their existing academic and arts programs to prepare students for college and career readiness.

OBJECTIVE/ACTIVITY	TIMELINE	WHO'S RESPONSIBLE	MEANS TO ASSESS	METRICS	RESOURCES NEEDED/ PROFESSIONAL DEVELOPMENT
1. OSA will continue the integration of CTE standards into the high school English curriculum	Fall 2021- Fall 2022	Principal Asst. Principal Pathway Coordinator English Chair HS English Faculty	Relaunch plan developed in summer 2020 as we return to in-person learning	New curriculum will be fully integrated by fall 2022	Meeting time for the English department with the Pathway Coordinator and Ass't Principal
2. Leadership Team will work with the Faculty to create a plan for integrating	Fall 2021- Spring 2022	Leadership Team Pathway Coordinator All HS faculty	Development of a planning document with goals for each department	Team will meet monthly starting in Fall 2021; plan will be complete	Meeting Time Expertise in CTE standards and curriculum integration

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the CTE standards into other departments				by Spring 2022	
3. Admin will work with Pathway Coordinator to develop a semester long Senior Capstone course taken by all students their senior year.	Fall 2021 - Ongoing	Administration Pathway Coordinator Capstone Teacher	Capstone panel	All seniors will have completed a CTE aligned capstone project prior to graduation.	Teacher(s) CTE advisory board Capstone panel
4. OSA faculty and staff will increase elective offerings in the high school that support the CTE standards (similar to the 9 th grade Business of the Arts class)	Fall 2021- Ongoing	Principal Arts Chairs Academic Chairs Director of Special Education	Enrollment rosters	New electives will be introduced in each of the next 3 years	Funds to support development of new courses
5. The Pathway Coordinator will begin offering internships with designated mentors to high school students within their art emphasis	Fall 2021- Ongoing	Principal Pathway Coordinator	Coordinator will connect with working artists in each sub-pathway to mentor a student for 6 months	2-3 students within each sub-pathway will be mentored by a professional artist	Planning time 2-3 mentors per sub-pathway
6. All Arts faculty will increase possibilities for internships with local arts organizations among their high school students	Fall 2021- Ongoing	Pathway Leads Arts Chairs Arts Faculty	Artistic networks Alumni	15% of seniors will have arts based internships by 2022; 25% by 2023	Arts faculty contacts
7. Middle School faculty will be trained in integrating CTE standards into classes, with emphasis at the middle school level	Fall 2021 - Spring 2023	Administration Academic Chairs Arts Chairs Faculty	Teacher Lesson Plans Teacher Observation	25% of Division or Department meetings will be used for this training	Consultants Written materials CTE standards
8. Develop work spaces to support	Fall 2021 - Ongoing	Director Principal	Facility leases Rehab of current space	CTE curriculum is implemented	Funding resources Facilities Manager time

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the adoption of CTE standards		Community Partners Facilities Manager		fully in courses where there has been integration	
9. Develop a full complement of the resources necessary to support the CTE standards in academics including texts, films, artifacts, tools	Fall 2021 - Ongoing	Ass't Principal Arts Chairs Academic Chairs	Materials lists provided by instructors	CTE curriculum is implemented fully in courses where there has been integration	Funding resources Ass't principal time Organized and moderated storage space Hire or assign a resource manager
10. OSA will expand its summer programs in the arts for which interest is expressed. This will also help in recruitment.	Summer 2022- Ongoing	Director Principal Ass't. Principal Arts Chairs	Summer program rosters Enrollment statistics	60% of arts sub-pathways will have summer programs by Summer 2022 and 80% by Summer 2023	Funds for salaries and expenses Facility funds to keep building open
11. Alumni network will be invited to offer their insights in the real world to support student understanding of professionalism in the arts by becoming mentors and guest speakers	Fall 2021 - Ongoing	Principal CTE Coordinator Alumni Relations	Alumni website lists	Contact will be made with the entire Alumni network; this network will be monitored and updated for possible mentors	Alumni database Network monitor time
12. OSA will develop an internship program in which seniors are placed in local organizations, outside of their arts emphasis	Fall 2021- Ongoing	Pathway Coordinator Alumni Relations Marketing	Internship rosters	15% of seniors will have internships by 2021-2022 school year; 25% by 2022-2023 school year	Corporate lists Local business contacts

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13. Continue and grow the Artist Speaker Series	Fall 2021 - Ongoing	Pathway Coordinator Alumni group Arts Faculty connections	Survey students for areas of interest; add business of the arts topics, including Entertainment Law, Media Presence	Minimum of once a month presentations for the school-wide speaker series	Speakers Publicity Stipends
14. Hire a full time Pathway Coordinator and Pathway leads for each of the pathways	Fall 2021- Ongoing	Director Principal CTE Coordinator	Locate candidates who have experience in the arts, teaching and preferably be a POC.	Hiring for all three positions by Fall 2021	Advertise positions Interviews Funds to support the positions
15. Balance grade levels to develop a more sustainable model for the school and also populate each Pathway in a balanced way.	Spring 2021 - Ongoing	Principal Director of Admissions	Set a quota for the number of students per grade level (between 116-118)	Grade levels are balanced at 116-118 students per level; Pathways are balanced.	Principal & Director of Admissions time
16. Implementation of a CTE Advisory Board	Spring 2021 - Ongoing	Pathway Coordinator	Formation of a group of individuals in the arts world to advise us on current artistic trends	CTE Advisory Board is fully populated by Winter 2022	Individuals to serve as CTE Advisory Board members CTE Coordinator time

Priority 3: Support of Student Mental Health. The site administration provides additional resource allocation towards social-emotional supports for students and families to address the health and wellness of students.

OBJECTIVE/ ACTIVITY	TIMELINE	WHO'S RESPONSIBLE	MEANS TO ASSESS	METRICS	RESOURCES NEEDED/ PROFESSIONAL DEVELOPMENT
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<p>1. OSA faculty and staff will collaborate on building student mental health in all of our classes. All departments will support this school-wide effort.</p>	<p>Fall 2021-ongoing</p>	<p>Principal Asst. Principal Student Support Team Faculty/Staff</p>	<p>Data collected by the Student Support Team</p>	<p>Reduced number of students requiring serious or semi-serious mental health intervention; quarterly student feedback surveys measuring student stress, workload, successes and obstacles.</p>	<p>Professional Development by experts on support of mental health in teenagers. Professional Development by experts on Student Life Challenges</p>
<p>2. OSA will explore the creation of more school-wide routines and norms to help build a coherent, consistent and unified culture that keep students from feeling overwhelmed</p>	<p>Fall 2021 – Ongoing</p>	<p>Asst. Principal Dean of Students Student Leadership</p>	<p>READY, our Grad Profile, will be used to define the OSA student identity</p>	<p>Student use and observation of routines and norms; tracking of COST referrals for wellness concerns</p>	<p>Time and schedule to introduce routines and norms Funds to support necessary materials (planners, signs, etc.)</p>
<p>3. Recognize and plan for support of mental health as we return to in-school learning in the Fall through collaboration</p>	<p>Spring 2021- Fall 2022</p>	<p>Principal Student Support Team Arts and Academic Faculty/Staff Families</p>	<p>A stipend-ed committee of faculty meet over the summer to plan for student mental health supports as school reopens, including focus on feeling safe in the school, and feeling safe in a group setting</p>	<p>Outline of supports available to students as they transition back to in-person school</p>	<p>Stipend for faculty committee</p>
<p>4. Recognize and deliver the plan for support of mental health as we return to in-school learning</p>	<p>Fall 2021- Fall 2022</p>	<p>Principal Student Support Team Faculty/Staff Families Attendance Clerk</p>	<p>Track school attendance and student progress using monthly student arts & academic</p>	<p>School attendance is 95% or higher; student grades are the same or improve</p>	<p>Tracking software including Powerschool, GPA, monthly reports, quarterly conferences and COST plans</p>

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in the Fall through Advisory Class			achievement data, GPA and COST referrals	compared to remote-learning	
5. Continued collaboration with BAWAR to support students in developing healthy relationships and to support those who are questioning their gender identity in both Middle School and High School	Fall 2021- Ongoing	Student Support Team Dean of Students Assistant Principal	Launch of 9th grade Health/Navigating Life course. Integrating the BAWAR curriculum through health education and life skills course; Push in classes beyond 9 th grade and more often in 7 th grade; conduct student assemblies	Student responses on surveys both for BAWAR and on OSA culture surveys	Arranging the timing of push-in and assemblies
6. Efforts to attract and hire teachers and staff of color in support of our students of color	Spring 2021 - Ongoing	Leadership Team JEDI Coordinator Department Chairs	Set up interviews with teachers who represent diversity Attend job fairs Create relationships with teaching colleges Advertise in Subject Journals	As positions open up, hire a number of POC teachers that is proportionate to the student demographic.	Advertising Funds for attending job fair Funds for joining Academic Societies (NSTA, CSTA – National and California Science Teachers Association) Teacher mentorships on site.
7. Development of curriculum that supports more of a world view to increase inclusivity among our students.	Spring 2021 - Ongoing	Academic chairs Ass't. Principal All Faculty	Teacher collaboration Faculty planning time Access to alternative curriculum	Student survey results Parent survey results Teacher observation	Faculty planning time Professional Development with an expert in incorporating curriculum representing many different cultures
8. Establishment of a Buddy System between high school and middle school students in the same emphasis to help establish	Fall 2021– Ongoing	Ass't. Principal Dean of Students Arts Faculty	Ass't. Principal and Dean of Students design and present a plan to students at an assembly.	Student continued participation Student survey results	Meeting time for Admin Assembly participation Funding for “Buddy” events

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a bond and to foster supportive relationships			Students volunteer to participate in the program and pairings are recommended by Arts Teachers		
9. Training on early warning signs of mental health disturbances.	Fall 2021- Ongoing	Student Support Team	Education on the “Signs of a Disturbance” System for reaching the proper contact person	Data on students exhibiting warning signs and what happened; use redacted data to keep faculty in the loop	Ensuring availability of contact person at all times
10. Principles of Restorative Justice are incorporated in to the daily routine at OSA	Spring 2021 - Ongoing	Dean of Students All Faculty/Staff	Classroom observations Visual evidence Student survey results Teacher survey results	Behavior reports mentioning incidents of aggression are reduced	Presentation by expert during Professional Development; Dean of Students time making sure all teachers are well trained
11. As more students from Title 1 schools enroll at OSA, a Student Advocate focus will be implemented to monitor high-needs students and their life situations	Fall 2021 - ongoing	Principal JEDI Coordinator Wellness Team	Advocate connects student and their families to resources and monitors students’ progress at OSA	Academic Counseling will monitor progress of new students and address any challenges that arise.	Funding for this part time appointment
12. Increase Alumni connections to have them share their real-life stories and experiences - which will help students visualize the future in a positive way.	Fall 2021 - Ongoing	Principal Dean of Students Alumni Coordinator Students	Alumni in-person, ZOOM, or video sessions with a student interviewer	Student survey results	Alumni Coordinator and Dean of Students time

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13. Incorporate Challenge Day into more grade levels (beyond 7 th and 10 th)	Spring 2022- Ongoing	Ass't Principal Dean of Students	Discussion with Challenge Day organizers; previous students have found this experience very valuable	Post Challenge Day student survey results Student Culture Survey results	Funds to support more occurrences of Challenge Day
14. Hiring of a JEDI (Justice, Equity, Diversity, Inclusivity) Coordinator	Summer 2021 – Fall 2021	Leadership Team	Coordinator will lead the school in stronger social justice directions, offering all students, especially minority groups, a more inclusive atmosphere.	Coordinator will be hired, preferably a BIPOC	Funds to support the position
15. Building more efficient communication strategies between our Special Ed department and our classroom teachers will promote positive mental health among our SPED students.	Summer 2021 - Ongoing	Principal Ass't. Principal Dean of Students SPED Coordinator All Faculty	Planning for ongoing SPED Professional Development sessions for all teachers; Develop a way to monitor faculty compliance on SPED requirements	SPED sessions are delivered; Monitoring system is in place	Professional Development time; meeting time for Principal, Ass't. Principal, Dean of Students, SPED Coordinator
16. Offer an OSA Relearn and Recover program over the summer offered to HS students for credit recovery to stay on graduation track.	Spring 2021 - Ongoing	Grade level counselors Ass't Principal Dean of Students	Planning dates, curriculum, invite students, hire staff	Students are on track for fulfilling graduation requirements	Securing school space Funding teaching staff
17. Development of a Summer Bridge program to support incoming students with academic needs;	Spring 2022 - ongoing	Principal Ass't Principal Grade level counselors Dean of Students	Planning dates, curriculum, invite students, hire staff	Increases on benchmark assessment tools that are repeated early in the Fall	Securing school space Funding teaching staff

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Summer Bridge for MS will provide intro to math readiness and reading and writing readiness.					
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Priority 4: The faculty, staff, and administration will imbed culturally responsive practices within the organization, thereby promoting equity, inclusivity, and strengthening a sense of identity throughout the school.

OBJECTIVE/ ACTIVITY	TIMELINE	WHO'S RESPONSIBL E	MEANS TO ASSESS	METRICS	RESOURCES NEEDED/ PROFESSIONAL DEVELOPMENT
1. Hire and onboard a JEDI (justice, equity, diversity, inclusion) coordinator	Summer 2021 – Fall 2021	Leadership Team	Coordinator will lead the school in stronger social justice directions, offering all students, especially minority groups, a more inclusive atmosphere.	Coordinator will be hired by June 2021, preferably a BIPOC	Funds to support the position
2. Implement the equity rubric	Summer 2021 - Fall 2021	Leadership Team/JEDI Coordinator	Completed equity rubric utilized to assess existing systems and practices	Baseline established throughout 21-22 school year. Growth targets established for next 3 years relative to the baseline.	JEDI organized professional development around the implementation of the equity rubric.
3. Implement an equity task force	Fall 2021	Leadership Team/JEDI Coordinator	Developed goals and meeting schedule for equity task force.	Quarterly reflection on progress toward JEDI goals. Report out to all faculty on	Stipends for equity task force members who take on this work outside of the scope of their role.

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				progress.	
4. Use equity criteria for teacher evaluations	Winter 2021	Principal Assistant Principal JEDI Coordinator	Evaluation criteria that embeds equity rubric and task force monitoring goals.	Sharing school wide metrics and establish growth targets in connection to these aspects of the evaluation system	Continued support from Bullseye in further developing our evaluation tool. Ongoing training for teachers on the evaluation tool.
5. Support affinity groups in ensuring representation of marginalized student populations	Fall 2021	Principal Assistant Principal JEDI Coordinator Dean of Students Affinity group leads	All affinity groups have a stipend-ed advisor who represents the group effectively. Ethnic affinity groups are supported by BSOC.	Annual survey for members of affinity groups to measure inclusivity of members of that group at OSA.	Funding for affinity group leaders. PD time dedicated to affinity group reports to faculty. Assembly time dedicated to affinity group reports to students.
6. Update curriculum to ensure cultural relevance in all content areas	Fall 2021-Fall 2022	Principal Asst. Principal JEDI Coordinator Department Chairs	All arts and academic content areas will focus on curriculum and instructional practices that reflect the many cultures in the classroom.	Student culture survey and equity rubric will be used to assess ongoing relevance of instructional practices.	Funding for curricular updates and relevant trainings as necessary.
7. Ensure that the communications going out to the community are accessible to all families	Fall 2021	Leadership team	All outgoing communications will be available in Spanish and Mandarin. Talking points will be utilized to communicate with families less likely to receive important communications through email.	Response rate to annual parent survey will be at least 80% and reflective of the school demo - graphics.	Talking Points subscription and necessary training. Survey Monkey subscription and necessary training.

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<p>8 .Establish meeting norms that honor cultural identities and lift voices</p>	<p>Fall 2021</p>	<p>Leadership Team</p>	<p>Meeting norms will be established and modeled in the August meetings and will be the expectation for norms in all meetings at OSA.</p>	<p>Annual Teacher survey will demonstrate that all cultural identities feel supported and reflected in all meeting spaces.</p>	<p>Summer collaboration to establish the norms. Necessary training for leadership.</p>
<p>9. Provide JEDI focused professional development for all employees</p>	<p>Fall 2021- Ongoing</p>	<p>JEDI Coordinator Director Principal Assistant Principal</p>	<p>Each PD thread for each school year will be designed in a way that reinforces JEDI values.</p>	<p>PD calendar demonstrates the JEDI focus on all PD. Faculty survey demonstrates effectiveness of JEDI PD for employees. Student survey demonstrates JEDI practices resulting from training happening in the classrooms.</p>	<p>Funding for professional development provided by outside experts. Summer collaboration to design effective JEDI aligned professional development calendar.</p>

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Priority 5: The administration and staff develop and utilize a schoolwide systematic assessment plan to collect, analyze, and interpret the data needed to make decisions about curriculum, teaching practices, professional development, and program effectiveness.

OBJECTIVE/ ACTIVITY	TIMELINE	WHO'S RESPONSIBLE	MEANS TO ASSESS	METRICS	RESOURCES NEEDED/ PROFESSIONAL DEVELOPMENT
1. Expand content area assessments and progress indicators for all core subjects in each grade level.	Fall 2021 - Ongoing	Principal Asst. Principal Department Chairs	Established metrics in all core subject areas, including but not limited to state testing. Assessments will be implemented to monitor individual and grade level progress. Results will inform PD, instructional practices, and interventions.	SRI, all school write, MDTP, SBAC, and other established metrics specific to each content area will demonstrate ongoing growth for individual students and each grade level. Each 6th grade class will establish a baseline and 6 year growth targets will be implemented.	PD time Stipended data analysis roles Funding for assessments Department specific PD time funding
2. Use data to inform instructional planning and practice	Fall 2021- Ongoing	Principal Asst. Principal JEDI Coordinator Department Chairs	Progress data analyzed by demographic, learning target/CCSS will be the focus of department collaboration each semester to inform instructional planning and update learning targets	The team analysis will be reported to the principal, asst. Principal, and JEDI coordinator.	Department Meeting teams, class coverage to allow peer observation, PD for unit planning and curriculum design.

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3. Use data to inform curricular offerings	Fall 2021 - Ongoing	Principal Asst. Principal Head Counselor	Data from Math & English assessments can be used to enroll students in remediation classes	Using benchmark test/GPA data, a remediation plan will be created for students who do not meet expected levels. 75% of identified students will take part in the remediation plan	Meeting and planning time
4. Conduct an assessment of teachers' roles and responsibilities	Fall 2021-Ongoing	Principal Asst. Principal Dean	Expand current evaluation frameworks to include criteria and correlation between PD offerings and student achievement	School wide improvement in evaluation data reflective of PD threads. At least 85% of teachers will meet criteria. Additional support and training will be provided as needed.	PD and clear learning target, revision of current evaluation framework, ongoing classroom observations and coaching.
5. Integrate Tier 1 and Tier 2 interventions into curriculum and teaching practices and systemic support to identify most effective intervention.	Fall 2021 - Ongoing	Assistant Principal, SpEd Coordinator, Mental Health Coordinator, Academic Counselors, Dean of Students	Communicate the purpose of the COS (coordination of services) Team, student referral process and progress monitoring as Tier 2 intervention.	Teacher training and support to provide Tier 1 interventions in their classrooms will result in 15% fewer COST referrals and escalation.	PD, Weekly COSTeam meetings, Dean will provide support and training for all new teachers
6. Increase students	Fall 2021 - Ongoing	Academic Counselors, Dean	Quarterly review of all	Increase the number of	Counseling time dedicated to

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<p>graduating A-G eligible through awareness of academic progress and counseling</p>		<p>of Students</p>	<p>HS academic progress, Student awareness will be measured in a bi-annual survey.</p>	<p>9-12th grade students A-G eligible at the end each school semester. As of S1, 2020-21 school year, 26% of students in grade 9-12 were A-G eligible.</p> <p>Provide instructional coaching for curriculum design for teachers to more effectively integrate differentiation and intervention resulting in less D's/F's in graduation requirements.</p>	<p>student meetings, quarterly family meetings, PD to inform staff on A-G eligibility</p>
<p>7. Develop and offer informational sessions for parents and students to advise them about graduation plans and strategies for supporting students</p>	<p>Fall 2021 - Ongoing</p>	<p>Assistant Principal, Academic Counselors, Dean of Students</p>	<p>Counselors will schedule and conduct sessions before the end of each semester and create graduation plans as needed.</p>	<p>Family and student surveys shared through Advisory and newsletters</p>	<p>Counselor time</p>
<p>8. Assessment report to</p>	<p>Each semester</p>	<p>Principal</p>	<p>Each semester the Principal will report</p>	<p>Report will demonstrate ongoing</p>	<p>Designated data analysts with a focus on ELA and</p>

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board of directors			data from the assessment plan to the board of directors to share student progress.	growth for each grade level each semester.	Math.
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Appendices:

- A. Local Control and Accountability Plan (LCAP):** This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link
<https://www.oakarts.org/documents/About/Public%20Accountability/2019%20Final%20LCAP%20for%20board.pdf>
- B. Results of student questionnaire/interviews**
[HS Culture Survey](#)
[MS Culture Survey](#)
- C. Results of parent/community questionnaire/interviews**
[Parent Culture Survey](#)
- D. The most recent California Healthy Kids Survey** -These questions are integrated into our student questionnaire.
- E. Master schedule**
[HS Master Schedule](#)
[MS Master Schedule](#)
- F. Approved AP course list:** <https://apcourseaudit.epiconline.org/ledger/>
- G. UC a–g approved course list:** <https://doorways.ucop.edu/list/app/home/>
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID** - all details contained in this document.
- I. California School Dashboard performance indicators**
<https://www.caschooldashboard.org/reports/01612593030772/2020/academic-performance>
- J. School accountability report card (SARC)**
https://www.oakarts.org/documents/About/Public%20Accountability/2021-01-28%20Meeting/AMENDED_2020_School_Accountability_Report_Card_-CDE-_Oakland_School_for_the_Arts_20210131.pdf
- K. [CBEDS school information form](#)**
- L. Graduation requirements**
<https://www.oakarts.org/documents/20-21%20School%20Profile%20UPDATED.pdf>
- M. Any pertinent additional data (or have on exhibit during the visit)**
- N. Budgetary information, including school budget**
<https://www.oakarts.org/documents/OSA%20Budget%20Summary%202021%20Revised.pdf>
- O. Glossary of terms unique to the school.**