



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions

Goal

Goal #	Description
1	The staff and administration will develop a plan, based on data, to ensure rigorous curriculum and quality instruction that challenges all students. Provide a high-quality program to improve the educational outcomes by ensuring conditions (teachers and instructional materials) are met in order to serve the developmental, academic, social and emotional needs of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students will have equitable access to curriculum with appropriate supports and interventions so they have the opportunity to succeed. Student Support Team (SpEd, Academic and Wellness Counseling, Leadership) will regularly monitor progress and identify needs.	Currently intervention courses are limited.	COST team monitored student progress weekly for all students. Referrals for health and wellness and academic intervention led to individual support plans.	Student support team expanded academic support for students not on track to graduate through twice weekly academic support classes.	85 (48 for S1, 37 for S2) high school students were identified to be placed in an academic support period during the afternoon based on progress in S1 and Q4. Students attend their support session once a week to work in a small group (8-12). During that time, they have space to work, access to some teachers, and have a check in with their academic counselor. 16 additional students were identified prior to the start of the term to	Intervention courses available to all students identified as not on track to graduate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>take an academic success class. The course is designed to support skill building, executive functioning, and strong student study habits.</p> <p>~80 high school students (with credit recovery or who were failing courses in S2) were personally scheduled for the 24/25 school year by their academic counselor and were given credit recovery plans as needed.</p>	
<p>OSA will provide teachers with professional development specific to their subject area.</p>	<p>Many teachers currently do not have access to subject-specific professional development.</p>	<p>Increased CTE and curriculum development PD was offered to all arts teachers. 60% of PD time was dedicated to teaching and curriculum design.</p>	<p>OSA launched AVID school wide program to improve skill building across academics and arts. Departments identified key standards and skills needed at each grade level.</p>	<p>Teachers met in departments to analyze their individual expectations and strategies for teaching CCSS in their subject area. Teachers compared their priorities and strategies and chose at least 3 standards to align on from 6-12 grades using the same instructional</p>	<p>All teachers receive content area-specific professional development.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>approach and vocabulary.</p> <p>Teachers did not receive content-specific professional development outside of our internal resources and 30% of PD time was dedicated to content-specific collaboration on learning teams.</p>	
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.	Currently 75% of our students are A-G eligible.	A-G Eligible 85%	A-G Eligible 73% The master schedule was intentionally revised to allow access to students to retake courses to enable them to be A-G eligible, with an emphasis on 9th and 10th grade math.	A-G Eligible ~ 70% (still in progress) Students with credit recovery needs for the 24/25 year were scheduled by the end of April, received updated grad plans, and their families were informed. While the year is not finished, 8% seniors are on track to regain their A-G eligibility.	95% of graduates will be A-G eligible

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

With our limited resources, we have been able to give individual academic support in all subject areas through twice weekly academic support classes administered by 2 academic counselors. In addition, we added an academic success class focused on executive function skills to the master schedule with one section for middle school students and 1 section for high school students. The student support team, consisting of the Assistant Principal, Director of Student Services, Academic Counselors and Mental Health Coordinator continued to meet weekly to identify root cause of students in danger of failing and collectively developed individual plans to support students, consisting of attendance contracts, mental health supports, parent meetings, review of Special Education plans, and general academic support. All of this represents good progress towards the goal of equitable access to curriculum and appropriate supports and interventions for all students, but it did not lead to the stated outcome of “intervention courses.” OSA does not have the resources to fund math and literacy intervention courses at this time. However, we made significant progress on supporting credit recovery for students without intervention courses due to targeted interventions primarily from our academic counseling team which supported our metric related to improvement in credit recovery options.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We budgeted \$14,000 for associated professional development, but only allocated \$3200 to this PD. This was mostly a result of moving away from AVID. These funds were instead allocated to the creation and associated training for the Core Rubrics through the New Teacher Project. This will support vertical alignment school wide in standards based curriculum beginning in the 24-25 school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The staff and administration were able to fine-tune data collection and review processes to support our goal of ensuring positive outcomes for students and examining the holistic developmental, academic, and social-emotional needs of our students. Our tracking systems and interventions are routine at this point and we are able to continue to maintain a high graduation rate (>95%). Our A-G completion rate still has room for improvement and we did not meet our goal of 90% completion. During the 23-24 school year we dedicated PD time to reviewing the details of A-G eligibility and ensuring buy-in from our high school teachers that 70% is passing at OSA and that students who fall in the 60-69% range need further interventions to reach a minimum of 70% in the course. In the coming years we hope to see a sense of urgency among high school teachers to ensure at least 85% of our graduates are A-G eligible and thus college and career ready. Our goal for this cycle of 95% was too high and we did not meet it due primarily to chronic truancy among those students who were not able to meet the 70% threshold.

The goal of providing content-specific professional development to all teachers was not met during this cycle. Arts teachers received some targeted training on curriculum design in their content, but our Academic teachers received general PD to support struggling learners and implement culturally-responsive teaching practices, not content-specific as the goal stated. As a result we will adjust our goal to build leadership capacity among our department chairs to be able to plan and lead content-specific PD and to increase department-oriented PD in the coming years. Our vertical alignment work during the 23-24 school year established a good foundation on which we can build.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For our next cycle, we propose a more realistic A-G completion rate and adding the related goal of reduction in chronic truancy among high school students. We need to develop more detailed metrics towards improving the rigor and effectiveness of curriculum and instruction across subject areas in order to be clear about how we will ensure that continued goal is met with fidelity. A systematic review of curriculum in each department will be implemented, with more specific benchmark assessments that allow us to see the effectiveness of our aligned department learning goals. Goal #5 in this LCAP plan has a good deal of overlap in that area and for our next cycle we will eliminate redundancies in the goals and metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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. As a Creative Career Pathway school the goal is to develop all arts programming to reflect industry informed career and college readiness and ensure fair and equitable sub-pathway admissions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pathway development will increase possibilities for internships with local arts organizations among their high school students.	Though 100% of student had access to internships, 5% participated.	Less than 1% of seniors were interns, close to 1% (.06) of juniors were interns.	1% of all high school students completed internships. This year sophomores were offered access to internship opportunities and we revised our desired outcome to include all HS students.	With the revision of internship inclusions we still have not met our desired goal. Integrating the internships into the senior capstone program will be beneficial, allowing for students to write a grant for a real business in which they have real work experience. This will also help in building out their resumes.	25% of high school students will have successfully completed internships.
Creation of Arts Advisory Board to ensure industry relevance in all art forms	In development, nothing in place	Board was established and includes local partners and industry experts. Meetings were held.	Our art advisory board members did a deep dive into all curriculum, and designed a rubric to measure student	The art advisory board has three new members who represent audio engineering, film production and dance.	We will have a board with representation of all our specialized art forms meeting twice annually to assess

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>development for both pathways. We increased our partnerships with local businesses, which expanded student opportunities for internships, masterclasses, and mentors. These opportunities helped students make informed college and career decisions. Using backward mapping our Business of the arts class students map out a career plan then research colleges based on the career plan.</p>	<p>The Arts board members have started the framework in developing the entrepreneur pathway. Pairing into Design, visual, and media arts and performing arts teams.</p>	<p>industry relevance of our programming.</p>
<p>OSA will expand its summer programs in the arts for which interest is expressed. This will also help in recruitment.</p>	<p>Currently we do not have a summer program.</p>	<p>Summer Arts program will be offered 21-22. Small pilot program June 2022.</p>	<p>Our pilot Summer Arts program was a success with 5 sub-pathways offering classes, representing 55%. The program will be expanded in 2022-23.</p> <p>In addition, sub-pathway elective courses offered during the school day were expanded through</p>	<p>2024 Summer Academy offered programs in 9 of our 10 pathways. Scholarship was offered to qualified students who completed the Step it Up program and enrolling in the 24-25 school year at OSA.</p>	<p>80% of our sub-pathways will have a summer program.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			middle school and high school.		

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year our internship program was only offered to seniors and juniors, however the challenge with seniors is that they are often overwhelmed with preparing for postsecondary education, completing senior projects, and senior activities, real life decisions, budgeting, scholarships, and the overall fear of the future. Opening up the internship to include our freshman and sophomores raised the percentage of participation by 2%.

Students need more structured orientation that introduces them to the program and the various organizations, its culture, expectations, goals, and available resources and their roles. This can be implemented through advisory classes

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This year we budgeted for the internship program student stipends to be around \$15,000.00. Those expenditures are allotted through the measure n/h grant, and unused funding is reallocated back in the stipend budget. All of our arts advisory board members work on a volunteer basis, however there are expenditures available for special events over the last three years the estimated expenditure amount would be \$5000.00.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Internship program has proven to be extremely effective. Student interns worked on projects that aligned with their pathways which allowed them to experience the real world workforce. This kind of backwards mapping helps to inform the college and career choices. Where it has been most unsuccessful is in the area of enrollment. Our plan is to implement the program into our senior capstone classes.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The only changes being made is in how we advertise the program and the implementation into our senior capstone program, which will increase participation. The desired outcome of career exploration, career awareness, and career training will remain the same.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	OSA will provide additional resource allocation towards social-emotional supports for students and families to address the health and wellness of students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Incorporate Challenge Day into more grade levels (beyond 7th and 10th)	Currently only in two grade levels (7 & 10)	Challenge Day was postponed due to space and Covid 19.	OSA moved away from Challenge Day, focusing on ongoing social-emotional supports built into OSA school culture and developing the OSA Way and school assemblies to unify all students.	OSA moved away from Challenge Day, focusing on ongoing social-emotional supports built into OSA school culture and developing the OSA Way and school assemblies to unify all students.	Challenge Day will be offered in four grade levels.
Recognize and deliver the plan for support of mental health as we return to in-school learning in the Fall through Advisory Class	No baseline due to COVID	Increase in mental health services and tele-health counseling. Advisory sessions focused on community space, wellness and social emotional learning. One additional full time mental health counselor was added	Mental health continues to impact student wellness, attendance and academic success. Increased on campus resources for students and the development of the OSA wellness center has increased access to services for	School wide education and access to OSA Wellness Center for all students with mental/physical health concerns. Coordination of Services Team ensures equitable access to student intervention and	School attendance of 96% or higher. Reduced access gap with evidence in GPA analysis by demographic.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to the team. Student Support team worked to reduce chronic absenteeism. Middle school attendance averaged 94% high school 91%	all. Our SART team worked with families to address barriers for students to attend school daily.	support. The SART Team worked to improve attendance, attendance has averaged 93% over the school year.	
Establishment of a Buddy System between high school and middle school students in the same emphasis to help establish a bond and to foster supportive relationships	Not currently in effect	Middle and high school students build community across affinity groups and clubs. A formalized arts based mentorship program has not yet been established.	Affinity groups and clubs expanded this year and included off site active and family outreach. Peer mentors were assigned to students through the Student Support Team to support students who would benefit for coaching or learn from older students with shared experiences.	We will be shifting this to an arts mentor focus. High school students who have excelled in their sub pathway will support Middle school students in their artistic development.	All students are engaged in a Buddy System.
Expanded mental health supports, restorative justice consultants and facilitators, disability rights professional development		Classified Staff Salaries: includes SPED, Health & Wellness: \$1,423,851 Certificated Staff Salaries: includes Teachers, some Admin: \$7,956,334.75 Educational Consultants: Annette Oropeza, Spearitwurx, Kendall Roberts, India Harwood: \$100,000	Staff Salaries to facilitate the coordination of outside services that included: Beats, Rhymes and Life which provided small therapeutic groups using hip hop to support mental health; SF Suicide Prevention (Felton Group) which provided educational series and resources,	OSA increased academic support and counseling services by expanding its Student Support Team. This team offers support classes, interventions, and progress monitoring for many of our students, while identifying community health partners. Academic support and	Teachers and staff are trained and supported in providing socio-emotional supports, particularly to students with disabilities and mental health concerns.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and local consultants on fentanyl addiction and harm reduction. Training for teachers and peer educators to teach comprehensive sexual health curriculum that includes healthy relations and mental health and wellness.	small group instruction was provided for students.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were two planned actions that we ended up shifting. The first planned action was focused on Challenge Day. The school did not end up doing Challenge day this year. OSA moved away from Challenge Day, focusing on ongoing social-emotional support built into OSA school culture and developing the OSA Way and school assemblies to unify all students. The second planned action is around the establishment of a buddy system for high school and middle school students. We will be shifting this to an arts mentor focus. High school students who have excelled in their sub pathway will support Middle school students in their artistic development.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We had budgeted \$14000 for Challenge Day and have since moved away from this initiative. This funding was reallocated to further developing our internally provided socio-emotional support services. More specifically, the redesign of middle school advisory for socio-emotional needs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Mental health resources and staffing will need to continue to grow to meet the needs of our students and ongoing progress monitoring. The development and mission of the OSA Wellness center has made it possible to reach more students with wellness concerns such as: substance use and abuse, eating disorders, stress and anxiety and social skills. There was a significant increase in student hospitalizations and crisis intervention in 23-24, signaling a need to continue the need to prioritize wellness in our programming and education.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are at the end of our 3 year LCAP cycle and will be developing new goals based on the California Schools Dashboard. All goals will be changing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	The faculty, staff, and administration will embed culturally responsive practices within the organization, thereby promoting equity, inclusivity, and strengthening a sense of identity throughout the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implement the equity rubric developed with Edutainment for Equity	Currently have a draft of the rubric	Equity Task Force was created and engaged in year long work to adapt rubrics to systems and practices at OSA to implement in 22-23. Draft completed May 2022.	The Equity Task Force developed and finalized nine rubrics around schoolwide systems at OSA. These include academic support, artistic program, classroom & school culture, curriculum & instruction, enrollment & retention, family & community engagement, mental health support, operations, and staff recruitment & hiring. A plan for implementation will be approved alongside the approval of the rubrics.	With the hiring of our new JEDI Coordinator the implementation of the equity rubrics will take additional time. Our new JEDI coordinator has analyzed the work completed and determined that further work is needed to ensure all 9 rubrics are measurable and relevant. Despite the postponement of the implementation of the rubrics themselves, the equity work identified within the rubrics has been happening and showing strong results. Over 60% of our students reported that they have seen	Rubric utilized to assess all aspects of the school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				improvement in terms of equity at the school, with only 20% saying they have not.	
Support affinity groups in ensuring representation of marginalized student populations	Design a survey to ensure representation and inclusivity.	Justice Equity Diversity and Inclusion coordinator added to leadership team and supported all affinity groups and their advisors. Increase number of student created groups and attendance.	<p>69% of students agreed/strongly agreed that affinity groups positively impacted their school experience. 8.35% of students disagreed/strongly disagreed that affinity groups positively impacted their school experience. 22.39% of students felt the question did not apply to their experience.</p> <p>In addition to previous affinity groups, the Disability Awareness group was formed. Overall consistent attendance for affinity groups grew. Future goal is to have greater representation from middle school. Affinity groups organized school wide events like the Affinity Fair and BSOC Camping trip. Affinity groups</p>	67% of students report that the affinity groups on campus have positively impacted their school experience. We have had many affinity group focused assemblies and events, including our students coordinating a learning session around the Israel and Palestine conflict. This event was a success and occurred without tension between students. Of the students who identify in the survey as being involved with affinity groups, 95% report that participation in the groups has positively impacted their school experience.	Annual survey for members of affinity groups to measure inclusivity and of members of that group at OSA, with 90% of surveyed students responding positively.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			also organized collaborative events.		
Provide JEDI focused professional development for all employees	We have done foundational training in the 2020-21 school year.	Professional Development this year, included, but are not limited to: Implicit Bias in the classroom, oppression and white supremacy in the classroom, community building, diversity and representation in course curriculum. JEDI focused PD took place 2-3 times per academic quarter.	Professional development included history of OSA from a historical and sociological lens, identity and affinity, power and privilege, allyship, belonging through student culture survey data dive, and response to slurs and hate speech.	Our faculty and staff have participated in four professional developments around the topics of cultural responsiveness, anti-racism, and OSA culture. Through professional development faculty are learning the Culturally Responsive Teaching Framework. They are engaging in reading, discussion, and activities to engage with the text, Culturally Responsive Teaching and the Brain by Zaretta Hammond. The entire OSA staff and faculty are engaging in anti-racism work through professional development as well.	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.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The primary difference in planned action and actual implementation was that the equity rubrics were not implemented as planned. This was due to transitioning to new JEDI Coordinator and the need to revise the rubrics to ensure measurable goals/outcomes and continuity between documents. Though this implementation did not happen, it has not negatively impacted the overall goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions were very effective. In this three year period we moved the school from a period of frequent concerns being raised by subgroups expressing concerns of feeling marginalized and not having needs met. In this three year period we staffed the role of JEDI Coordinator, engaged with a range of stakeholder groups in the drafting of the equity rubrics, trained staff and faculty on culturally responsive practices, further developed the affinity group presence on campus, amongst other successes. Through this, we have seen that 95% of the students who participate in affinity groups have a positive experience, exceeding our goal of 90%. Additionally parents, students, and teachers report in significant majority that OSA in an inclusive environment at a consistent rate across all subgroups.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The primary need is to finalize the equity rubrics and implement. Aside from this, continued work on developing JEDI related professional development and strategic initiatives around building positive student culture for students of all identity marker.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	The administration and staff will develop and utilize a school wide systematic assessment plan to collect, analyze, and interpret the data needed to make decisions about curriculum, teaching practices, professional development, and program effectiveness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Integrate Tier 1 and Tier 2 interventions into curriculum and teaching practices and systemic support to identify most effective intervention.	No baseline due to COVID - anomalous reporting 2020-21	School wide tier one interventions implemented in response to student learning needs. Grade level teams collaborated to provide student support and instructional practices.	Teacher training for Tier 1 interventions in the classroom, ongoing training on MTSS, grade level discussions about and documentation of strategies for successful student interventions. Teachers made 92 COST referrals, which is a reduction from the previous year. Middle school academic teachers made significant progress in implementing Tier I interventions with academics and behavior.	OSA redesigned our teacher coaching and development systems which are targeted at developing teacher practices and increasing program effectiveness. During the spring of 23-24 we have been able to run a pilot with a small number of teachers and collect some data on the effectiveness of our new teaching rubrics. Minor revisions will be made, and regular coaching cycles with all teachers will be initiated immediately at the start of 24-25.	Teacher training and support to provide Tier 1 interventions in their classrooms will result in 15% fewer COST referrals and escalation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				30% of our PD was devoted to the study of culturally responsive pedagogy with the explicit goal of improving Tier 1 and Tier 2 interventions for disengaged, dependent learners.	
Use student achievement data to inform curricular offerings regarding remediation	No baseline due to COVID - anomalous reporting 2020-21	Quarterly data identified needs for credit recovery and intervention courses that were part of the academic day. Students moved in and out of courses at the semester.	Continued to adapt the master schedule and course offerings to ensure access to remediation. Most students graduated A-G eligible which is a demonstration of the effectiveness of remediation.	<p>Student support identified struggling students by quarter and offered academic support two days per week to 80+ students.</p> <p>This data is then used when building the master schedule.</p> <p>Students with low test scores and/or gpa were placed in an academic success section.</p> <p>Our Coordination of Services Team (COST) holds weekly meetings to review referrals for support made by</p>	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>teachers. The team has been led by the Principal or Director of Students Services and includes Academic Counseling and the Mental Health Coordinator. For each referral, the COST analyzes attendance, grades, accommodations, discipline and mental health records are used to identify the appropriate intervention. Then a member of the team initiates the intervention and checks with the student every 2 weeks to identify progress the student has made.</p>	
<p>Expand content area assessments and progress indicators for all core subjects in each grade level.</p>	<p>MDTP and SRI are being administered for all students.</p>	<p>Math - MDTP administered in the fall and spring. Science - Tracking student growth on the Next Generation Science Standards. Students were tested on ALL of the Next</p>	<p>Benchmark and summative assessments were implemented in all academic content areas. ELA: SRI Math: MDTP</p>	<p>In 2023-24 all the same benchmark assessments were in place and we will provide PD time and guidance in May '24 for teachers to review the outcomes and adjust curriculum and</p>	<p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Generation Science Standards for their course mid-year.</p> <p>Social Science - Assessment still in development.</p> <p>Standard based tools not available so the SS department is creating subject specific assessments that are content relevant.</p> <p>World Language - Developed an assessment to track language acquisition growth from Spanish 1-3 last year. Students respond to a writing prompt and are identified as “emergent”, “proficient”, or “advanced”</p> <p>Administered three times a year.</p> <p>ELA - SRI administered in the fall, winter and spring. Mid-year data will be shared tonight. ELA department is looking into other tools to expand scope of progress monitoring</p>	<p>Science: Progress Learning (online NCSS-aligned platform)</p> <p>Social Science: DBQ</p> <p>World language: Department created assessments for vocabulary and grammar development</p>	<p>instruction as needed to support student learning.</p> <p>The assessment data review and any adjustments to curriculum and instruction will be guided by the vertical alignment plan developed by each department over the course of the 23-24 school year, which brings us closer to the outcome of having established 6-year growth targets in each core subject area.</p>	<p>grade class will establish a baseline and 6 year growth targets will be implemented.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Special Ed case managers to better support our students with IEPs	Three SPED case managers	Unable to staff 3 full case managers, but increased paraeducators and part time case managers.	We staffed 3 full-time case managers and increased paraeducators by 1.	Continue to staff 4 case managers in order to keep caseload numbers reasonable to better support students. Hire 3 more experienced paraeducators	Four case managers
PD specific to developing an inclusion model for special education	not in effect	Year long PD focused on the principles of disability justice and inclusion in the classroom.	Three PD sessions on inclusion for special education were offered this year.	Collaborated with student services to integrate SPED principles and systems of support for PD.	All employees trained and successful in full inclusion model.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The establishment of content-specific assessments was successful in Math, Science, and English. The use of DBQs to assess social studies was not as successful and the absence of our World Languages chair for the majority of the 23-24 school year meant that those benchmark assessments were not given in Spanish. Next year we have a plan to redesign our content-specific assessments in Social Studies and the adoption of a new Spanish curriculum will inform our pre- and post-tests in that subject area.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no difference between budget and actual expenses.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our leadership and staff were overall successful in developing and utilizing a school-wide assessment plan to collect, analyze, and interpret data needed to make decisions about curriculum, teaching practices, professional development, and program effectiveness through: increased teacher training on Tier 1 and Tier 2 supports to manage behaviors in the classroom, increase parent communication, and optimize the learning environment for all students; careful student achievement monitoring and remediation; and increased Special Education staff and training for the general education teachers. The content-specific assessments need further development and alignment with our expectations for college and career ready OSA grads and were not as effective as planned in this cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will continue to prioritize culturally responsive teaching practices to reduce the need for Tier 2 and Tier 3 interventions, provide remediation opportunities for students who are not on track to graduate, and develop our teaching practices to support Special Education students. For the next cycle, we will ensure that our arts and academics departments have a clear 6-year road map of skill and knowledge development and align our content-specific assessments to our vertical alignment plans.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.