

## RES 2020-002 DETAIL- Oakland School for Arts Federal Addendum Revision



### LCAP Federal Addendum System

Title I, Part A

### Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Actionable feedback from CDE:

This LEA does not have any schools identified for either CSI or ATSI/TSI eligibility. Directed to remove response and resubmit with response of N/A.

Revise your response based on CDE's feedback:

N/A

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Response from Oakland School for the Arts:

Strategies for implementation are stated above.

Actionable feedback from CDE:

Response lacks description of the following strategy/strategies to the ESSA Section 1116: • how the LEA parent and family engagement policy was developed jointly with, agreed on with, and distributed to, parents and family members of participating children • how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children • how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement • how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school • how the LEA will provide opportunities for the informed participation of parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand Examples: - Provide translation services to parents with limited English proficiency when providing information and school reports. - Provide opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members. - Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. - Provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

**Revise your response based on CDE's feedback:**

### **Creation of Policy**

The parent and family engagement policy at Oakland School for the Arts has evolved over the years, and was re-evaluated and formalized with our volunteer parent organization, The Alliance for Parents and Teachers (APT) in this past academic year. Planning meetings are held with the School Principal, Chair of the Board of Directors, and APT Co-Presidents to discuss and map the family engagement and communication process for the coming year.

### **Parent communication about education program**

Parent communication about the education program happens through:

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- monthly meetings of the parent/guardian community, OSA administration, and OSA teachers hosted by the APT with smaller breakout sessions based on student art area
- high parent and student attendance and public comment at our monthly Board of Directors meetings

### **Parent supports to support their students**

Parents receive training on how to support their students through:

- Targeted stand-alone parent groups related to college applications, parents of students with disabilities, parents of students with anxiety, etc.
- Prior to annual state assessments, a speaker holds a Q&A informational session with parents to ensure everyone is fully versed on the assessment, how to access results, and what to do with the information.
- New students are assessed in math and language skills prior to the start of the school year and assigned to our Literacy Support class and/or Math Support class to improve student achievement. These results are shared with parents.

### **School training for parent engagement**

- Teachers are trained on parent engagement through our weekly Professional Development.
- We have end-of-quarter student & family conferences which includes teacher facilitation training.
- OSA gives training specific to PowerSchool communications and how to email students and families.
- We engage parents through Google Classroom.
- Teachers have also received training in how to engage families with special circumstances, for example if the parents aren't involved with the student.
- In our new Advisory structure this year each student has an assigned faculty advisor who is the designated point person for student-specific communication with families. Specialized training is planned for advisors to fulfill this role.

### **Support for families with special needs**

OSA communicates with diverse families by:

- Emailing all families in the language they speak at home.
- Translating - our website is immediately translated to 18 different languages based on user need.
- The parent communications portal translated based on individual user settings and is the source for weekly all-parent newsletters and event updates.
- The student information system, PowerSchool, allows users to self-select the language of the application.
- Spanish translation is available at meetings

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- Subscribing to Talking Points, a multiple-language communication platform which enables us to text appropriately translated updates and alerts to all our families.

## Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Response from Oakland School for the Arts:

Delinquent students, if not identified via CALPADS or by information contained in the student cumulative file, would self-identify to our Dean and Student Services team to receive support. Children that have been removed from a neglectful situation and are in foster care would receive services under our provisions for Youth in Foster Care. We have few students that are neglected or delinquent. OSA does not currently have any students living in local institutions for neglected or delinquent children.

Actionable feedback from CDE:

To meet requirements under this provision for targeted assistance school (TAS) programs LEA must provide a description about the essence of the educational services funded by the Title I, Part A to implement the TAS programs under ESSA Section 1115.

Revise your response based on CDE's feedback:

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Response from Oakland School for the Arts:

Strategies for implementation are stated above.

Actionable feedback from CDE:

To meet requirements for this provision a brief description of how the district and TAS identify eligible children for services in accordance with ESSA Section 1115(c)(1)(B) is required.

Revise your response based on CDE's feedback:

N/A

## Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance,

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and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Response from Oakland School for the Arts:

Title I funds are used for all unduplicated pupils, including homeless students.

Actionable feedback from CDE:

Thank you for your response; however, please provide additional information regarding the services to homeless children and youths including enrollment, attendance, and academic success.

**IMPORTANT:** Please be sure to include your original response (and any additional responses) when providing the additional information that has been requested. Once a response is rejected and additional information requested, only the last response will be saved in the system and the original response(s) will disappear. If the previous responses are not included, it will result in an incomplete LEA response and cannot be approved.

Revise your response based on CDE's feedback:

Original response: Title I funds are used for all unduplicated pupils, including homeless pupils.

Revision: Under the McKinney-Vento Homeless Assistance Act, we waive our residency requirements for homeless youth in our admissions audition and lottery. At any given time we have fewer than 5 homeless students and frequently we have none. When students are identified, our Student Support Team escalates the academic and emotional support given to those students. Our Intervention Specialist notifies teachers so that assignments and projects are reasonable and accessible to all. Daily check ins are scheduled between the student and either counseling staff or our school psychologist. If absences occur we work with the student to develop an Independent Study plan so that their education continues uninterrupted as much as possible. If this isn't a possibility for the student's situation, we give lunchtime and/or after hours remedial support to help bring the student up to standard upon their return.

## Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Oakland School for the Arts:

OSA has implemented numerous strategies to facilitate effective transitions, both for our middle school students rising to high school and for our high school students to transition to college or career. Our middle school students are closely monitored, using SRI and Lexile testing and score evaluation, as well as having their social/emotional needs supported through our onsite mental health supports. As we accept students from a wide variety of backgrounds and needs, we also offer literacy support classes and math interventions. We see a great deal of value in housing both middle school and high school in the same building, as this supports education continuity as well as the college-going mindset of our high school students, which has an extremely positive influence on our middle school students. Our high school students have access to dual and concurrent enrollment opportunities through OSA's formal agreements with Peralta Community College (per RESOLUTION 2019 - 001 Resolution Regarding Access To School Grounds For High School Special Admit Class Purposes on our website). College instructors taught a Statistics course on

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OSA campus last year, to ensure ease of access to all students, and we have revamped our school-wide class schedule to include two block days in order to further develop this program. Additionally, we have 11 CTE certified instructors who are preparing our students for success in their artistic focus area and for job/career entry via internships and specialized instruction, some of which have been recognized by the CDE.

Actionable feedback from CDE:

If Title I, part A funds are not allocated to pre-school programs, please respond with N/A.

Revise your response based on CDE's feedback:

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Response from Oakland School for the Arts:

Strategies for implementation are stated above.

Actionable feedback from CDE:

Please move response from above to fulfill the requirements of this section.

Revise your response based on CDE's feedback:

Previous Response: Strategies for implementation are stated above.

Updated Response: OSA has implemented numerous strategies to facilitate effective transitions, both for our middle school students rising to high school and for our high school students to transition to college or career.

- Our middle school students are closely monitored, using SRI and Lexile testing and score evaluation, as well as having their social/emotional needs supported through our onsite mental health supports (Intervention Specialist, School Psychologist, Educational Specialists). As we accept students from a wide variety of backgrounds and needs, we also offer literacy support classes and math interventions. We see a great deal of value in housing both middle school and high school in the same building, as this supports education continuity as well as the college-going mindset of our high school students, which has an extremely positive influence on our middle school students.

- Our high school students have access to dual and concurrent enrollment opportunities through OSA's formal agreements with Peralta Community College (per RESOLUTION 2019 - 001 Resolution Regarding Access To School Grounds For High School Special Admit Class Purposes on our website).

- College instructors taught a Statistics course on OSA campus last year, to ensure ease of access to all students, and we have revamped our school-wide class schedule to include two block days in order to further develop this program. Both Statistics and ASL will be taught this coming year.

- Additionally, we have 11 CTE certified instructors who are preparing our students for success in their artistic focus area and for job/career entry via internships and specialized instruction, some of which have been recognized by the CDE.

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## Additional Information Regarding Use of Funds Under this Part

### ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Response from Oakland School for the Arts:

As an arts school, we consider our entire arts program to be enrichment and do not classify students as gifted /talented in arts or academics. However, as part of college & career readiness, our students are served by differentiated academic instruction such as some regular and honors level classes being taught concurrently in the same classroom, as well as AP classes and extracurricular activities such as Robotics Club, Mock Trial competition team, National Honor Society, National Merit Scholar, and Google CS Coding club. We have Chrome Books available in all classrooms and actively engage in Google Classroom and other online activities to encourage digital literacy skills and improve academic achievement.

Actionable feedback from CDE:

This LEA does not reserve Title I, Part A funds for LEA purposes, therefore a response is not required. Please resubmit the response with N/A.

Revise your response based on CDE's feedback:

N/A

### *Title I, Part A Contact*

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name            Romy Douglass

Contact Phone            510-873-8815  
and Optional Extension

Contact Email            rdouglass@oakarts.org

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