OSA
Oakland School for the Arts

Oakland School for the Arts

Board of Directors:	Carol Isen	Staff:
	Buddy James	Brian Köhn
Mike Barr, Treasurer	Theresa Mak (on leave)	Kathryn Keslosky
Steven Borg, Vice Chair	Milica Mitrovich,	Kimberly Palmore
Ken Brooks	Secretary	
Elise Darwish, Chair	Matthew Novak	
Jonathan Dharmapalan	Dr. Dianne Woods	

Regular Meeting of the Board of Directors
February 20, 2019
OSA Main Campus
530 18th Street, Room 202, Oakland, CA

TIME	TOPIC	WHO
6:15	Call to order/Roll Call/Establish Quorum	Ms. Darwish
6:20	Public Comment	Ms. Darwish
6:25	Consent Agenda (vote needed) • Block Grant Application for Low Performing Students (LPSBG) • January Minutes	Ms. Darwish
6:30	Student Leadership	Ms. Hopkins
6:35	Second Interim Budget	Ms. Palmore
6:40	Facility Models	Mr. Köhn
7:05	Capital Campaign	Ms. Keslosky
7:35	Dismissal	Ms. Darwish

OSA
Oakland School *for the* Arts

Oakland School for the Arts

Board of Directors:	Carol Isen	Staff:
Mike Barr, Treasurer	Buddy James	Brian Köhn
Steven Borg, Vice Chair	Theresa Mak	Phillip Gedeon
Ken Brooks	Milica Mitrovich, Secretary	
Elise Darwish, Chair	Matthew Novak	Also Attending:
Jonathan Dharmapalan	**Dr. Dianne Woods**	Julia Hopkins
		OSA Student
		President

MINUTES of the Board of Directors Meeting
January 30 2019, 6:15 PM
School of Instrumental Music Room 408
1920 Telegraph, Oakland, CA

TIME	TOPIC	WHO
6:15	Call to order/Roll Call/Establish Quorum	Ms. Darwish
6:20	Attendance: Barr, Borg, Darwish, Dharmapalan, Isen Public Comment No public comment	Ms. Darwish
6:15	Student Leadership Report Two assemblies since last meeting. Performances from faculty and students. Rally was fun and loud! The assembly by API student group was educational and appreciated. First Intersession, a success and students want more. A bunch of arts shows coming up, including a theater performance tonight.	Ms. Hopkins
6:21	Pillar Two: Academics Committee Report Roles of Principal and the CAO, who has accountability? Robust data points and developing a cycle of assessment. Working on graduation readiness starting in middle school. Using Google Classroom so our students have access 24/7. Teacher PD in self-selected areas. Math support for teachers, got a grant from publisher for free PDs and other support. English department growth also. Front-loading with reading specialists and strategies to plan for potential influx of low-level readers. Early intervention planning. Ensure systemic reflection of diversity in our student body. What data would the board and community like to see to reflect our success and growth? Questions on GPA tracking, desired academic outcome benchmarks. Arts benchmarks based on CTE levels. How are we tracking both high and low achievers? What are we	Mr. Gedeon

	prepared to do to help those kids be successful? Gatekeeper classes – statistically, if kids fail Algebra 1 it's an indicator of being at risk to graduate. Identifying our gatekeeper classes in MS and HS. Putting supports in place to monitor progress to graduation, and a response to action items. Elise per earlier question – measurements should come through academics and OSA should suggest to the board.	
6:58	Attendance: Barr, Borg, Darwish, Dharmapalan, Isen, Woods. Officially convened with quorum Consent Agenda: M/S/A unanimously • Approval of 11/28/18 and 1/9/19 minutes • Approval of J-13 Emergency Closure form • Approval of 2017-18 SARC • Approval of Updated EL Site Plan	Ms. Darwish
7:03	Approval of Annual Fiscal Audit: M/S/A unanimously	Ms. Darwish
7:05	Pillar Four: Sustainability Committee Report Review various growth models, consider economies of scale and fixed costs being shared across all students. Exploring facilities options. Board must be in alignment with growth plans as rents increase. Anticipate a capital campaign in the future. Will present more refined data at February meeting, specifically models of differing facility costs and projected relative capital campaign amounts.	Mr. Barr
7:20	Dismissal	Ms. Darwish

BOARD CERTIFICATION

I, _____, an Officer of Oakland School for the Arts Board of Directors do hereby certify that the foregoing is a true and correct copy of the minutes of Oakland School for the Arts Board of Directors Regular Meeting held on January 30, 2019 as approved by the attending members of on February 20, 2019.

_____   _____

Signature   Date

OSA
Oakland School for the Arts

Resolutions of the Board of Directors
Oakland School for the Arts
On February 20, 2019

2019-009   Submission of the Low Performing Students Block Grant (LPSBG)

RESOLVED by the Board of Directors of Oakland School for the Arts that Oakland School for the Arts will adopt and submit to the State Superintendent the plan (attached) to increase the academic performance of identified pupils qualifying under the LPSBG guidelines and make appropriate use of the allocated funds to increase or improve evidence-based services for the pupils identified. The plan will align with and be described in the coming LCAP, which will include community and stakeholder input.

Board Certification

I _____, an Officer of Oakland School for the Arts Board of Directors do hereby certify that the foregoing document, Resolution 2019-009, Submission of the Low Performing Students Block Grant (LPSBG), was duly adopted by the Board of Directors of the Oakland School for the Arts at a properly noticed open meeting held on February 20, 2019 in room 202 of the Oakland School for the Arts, 530 18th Street, Oakland, California at 6:15 PM at which a quorum was present.

By

_____   _____
Signature   Date

California DEPARTMENT OF **EDUCATION**

Report

Required Report Number One for the Low-Performing Students Block Grant

Improvement and Accountability Division

The Low-Performing Students Block Grant (LPSBG), established in California Education Code (EC) Title 2, Division 3, Part 24, Chapter 3.2, Section 41570, requires eligible local educational agencies (LEAs) receiving LPSBG funds to report to the State Superintendent of Public Instruction on the adopted plan to use the grant funds to increase the academic performance of the identified pupils. EC Section 41570 also requires the California Department of Education (CDE) to compile and report this information to the appropriate policy and fiscal committees of the Legislature.

LEAs must report the required information using this web-based reporting tool on or before **March 1, 2019**. In order to submit this report, all questions must be answered.

The CDE will compile and submit the information received through this web-based reporting tool to the State Superintendent of Public Instruction and the appropriate policy and fiscal committees of the Legislature on behalf of all LPSBG-eligible LEAs.

The final apportionment of LPSBG funds to the LEA is contingent upon completing and submitting this report. **LEAs that do not submit this report will be required to return to the CDE all LPSBG funds that it may have received.**

For more information, please visit the LPSBG web page.

This report includes two features: **Save Responses** and **Print Responses**.

Save Responses: This button, located on the bottom of each screen, allows you to save your place in the report and return to it later if you are unable to complete it in one session. When you select **Save Responses**, a new screen will appear and the system will provide two options to save and return to the saved application. Of the options, choosing to bookmark or favorite the resulting screen is the recommended method.

Print Responses: This button, located on the bottom of the last screen, allows you to print a copy of your responses for your records before you submit the report. **Once you print your responses, you must return to the original tab in your web browser to submit your report before you close your browser, or your responses may be lost. You will not be able to print a copy of the report after it has been submitted.**

For questions about the required LEA report or to report a technical problem with this web-based

reporting tool, contact the School Improvement and Support Office by phone at 916-319-0833 or by email at LPSBG@cde.ca.gov.

Local Educational Agency (LEA) Name

Note: If you are responding on behalf of more than one LEA, you must submit a separate report for each LEA. Additionally, there is only one submission allowed per LEA. If an LEA submits this report multiple times, only the most recent submission will be used. Ensure only authorized personnel complete the report.

What is the official LEA name? *(Do not use abbreviations or acronyms.)*

Oakland School for the Arts

County-District-School (CDS) Code

Accurate CDS codes are required to ensure timely payments and reporting. Verify the local educational agency (LEA) CDS code using the California School Directory prior to completing this question.

What is the LEA CDS Code? *(Enter the 14-digit CDS code without spaces or hyphens.)*

01612593030772

Charter School Status

Is the local educational agency a charter school?

🔘 Yes
⭕ No

Charter numbers can be located using the California School Directory.

Enter the four-digit charter number:

0340

Low-Performing Students Block Grant (LPSBG) Contacts

LEA Primary LPSBG Contact *(Enter the person who will be the Administrator for the grant.)*

First Name:
Brian

Last Name:
Kohn

Title:
Executive Director

Email Address:
bkohn@oakarts.org

Phone Number: *(999-999-9999)*
510-873-8800

LEA Secondary (Backup) LPSBG Contact *(Enter the person who will be the Backup Administrator for the grant.)*

First Name:
> Romy

Last Name:
> Douglass

Title:
> Director of Data & Special Projects

Email Address:
> rdouglass@oakarts.org

Phone Number: *(999-999-9999)*
> 510-873-8815

Low-Performing Students Block Grant (LPSBG) Opt-in or Opt-out

For the question below, selecting "Yes" indicates that the local educational agency (LEA) intends to accept LPSBG funding and agrees to comply with the requirements of the grant, and selecting "No" indicates that the LEA chooses **not** to accept LPSBG funding and the LEA **will be required to return to the CDE any LPSBG funds it may have received.**

Does this LEA choose to accept LPSBG funding?

◉ *Yes*

◯ *No*

Summarize how the funds will be used to increase or improve evidence-based services for pupils identified. *(? of 1,050 maximum characters)*

> Our recent SBAC scores show year to year low scores, on average, for some students who do not qualify for concentration funding via LCFF. Although a variety of ethnicities are represented, a significant number are African-American youth who are not socio-economically disadvantaged, English Language Learners, foster youth or homeless. It is our belief that closing this gap could be best achieved by an intensive program, either during or after school, to target these students, as well as increased access to technology. Increasing the instructional materials by purchasing more Chromebooks and simulating an SBAC testing environment will allow access to online practice material for the SBAC tests and will further student depth of knowledge as formative testing throughout the year reveals areas of growth opportunity. Additionally, funds could be used to purchase access to online programs targeting and reviewing concepts to better support student learner outcomes.

How will the effectiveness of the evidence-based services be measured? *(? of 1,050 maximum characters)*

> Effectiveness will be measured in several ways. As we are a fairly small school, we can track students on an individual level to ascertain whether increased access to technology and intensive programming geared toward at-risk students has a positive effect on their test scores, as well as in their overall academic success. We can track effectiveness as segmented groups also, as closing the achievement gap has long been a high priority for OSA. Finally, we can also measure efficacy via the long-term success of our students whom we target based on academic performance. As we increase their technology access via this intervention program, ideally, these demographically-identified students will never get to the point of underperforming on the SBAC because we will have been working with them all year from the first moment their success and positive trajectory is in doubt.

How are services aligned with and described in the LEA's local control and

accountability plan? *(? of 1,050 maximum characters)*

```
In our most recent LCAP, Hispanic and African-American student success was where
we saw the greatest need. Academic performance, SBAC scores and attendance rates
were disproportionately low when compared to the 'All Students' numbers. To
address this, we have better processes in place this academic year to identify
and support struggling students. Being able to prioritize specialized pull out
classes and having functional computers available to all students would bring
these efforts to the next level.
```

On what date was the LPSBG Plan discussed and adopted at a regularly scheduled meeting of the governing board of the school district, county board of education, or the governing body of the charter school? *(MM/DD/YYYY)*

```
02/20/2019
```

Electronic Signature

By providing your electronic signature, you hereby certify, as the authorized representative of the local educational agency (LEA) indicated in question one, to the best of your knowledge and belief, this data is true, correct, and has been reported in accordance with applicable laws and regulations.

Electronic Signature: *(Type your name.)*	Romy Douglass
Job Title:	Director of Data & Special Projects
LEA Name:	Oakland School for the Arts
LEA Street Address:	530 18th Street
LEA City:	Oakland
LEA Zip Code:	94612
Work Telephone Number: *(999-999-9999)*	510-873-8800
Work Email:	rdouglass@oakarts.org

Low-Performing Students Block Grant (LPSBG) Next Steps

Second (Final) Reporting Requirement

On or before **November 1, 2021**, grant recipients will be required to report to the State Superintendent of Public Instruction on the following three topics:

1) Implementation of the adopted plan

2) Strategies used

3) Whether those strategies increased academic performance of the identified students

The California Department of Education (CDE) will provide additional information to eligible local

educational agencies prior to this reporting period.

Funding

Apportionments will be made in the 2018–19 fiscal year. All LPSBG funds must be encumbered or expended by **June 30, 2021**.

Resources

You may also link directly to the LPSBG legislation. If you have questions or concerns, please contact the School Improvement and Support Office by phone at 916-319-0833 or by email at LPSBG@cde.ca.gov.

Print and Submit

Thank you for taking the time to complete this report.

The California Department of Education (CDE) will provide an email confirmation for each report submitted to the Primary Low-Performing Students Block Grant (LPSBG) Contact, the Secondary (Backup) LPSBG Contact, and the work email provided by the person electronically signing this report.

If confirmation emails have not been received within 24 hours, first check your email junk or spam folders. Contact the School Improvement and Support Office by phone at 916-319-0833 or by email at LPSBG@cde.ca.gov if additional support is needed.

Select the **Print Responses** button now to print a copy of your responses for your records. **Once you print your responses, you must return to the original tab in your web browser to submit your report before you close your browser, or your responses may be lost. You will not be able to print a copy of the report after it has been submitted.**

By selecting the **Submit** button, you hereby certify, as the authorized representative of the local educational agency indicated in question one, to the best of your knowledge and belief, this data is true, correct, and has been reported in accordance with applicable laws and regulations. After submitting, you will be redirected to the LPSBG home page on the CDE website.