



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland School for the Arts	Mike Oz Executive Director	moz@oakarts.org 510-873-8800

Goal 1

Goal Description
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.

Expected Annual Measurable Objective

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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) students were identified to be placed in an academic support period during the afternoon based on progress in Q2 and S1. 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 take an academic success class. The course is designed to support skill building, executive functioning, and strong student study habits. Administration saw a need based on student data in the fall/winter of 2023 for an intervention period for Algebra II. It was put in place for semester II to support students in passing the course.	Intervention courses available to all students identified as not on track to graduate

<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>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. In 2023-24 this work was accelerated and we provided a clear framework and timeline to reach our goals of common learning objectives, instructional strategies and academic language on which every teacher in grades 6-12 will align. Departments meet for 3 hours per month to complete this work and will be presenting their final plans in interdisciplinary groups this spring and begin complete integration of key strategies and vocabulary in the fall of 2024. We expect vertical alignment to increase instructional rigor and consistency within each department.</p>	<p>All teachers receive content area-specific professional development.</p>
<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.</p>	<p>Currently 75% of our students are A-G eligible.</p>	<p>A-G Eligible 85%</p>	<p>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 10th grade math.</p>	<p>2 sections of biology were placed in the master schedule this year to support credit recovery. 45 students were placed in S1 and 43 in S2 to recover their credits and/or A-G eligibility.</p> <p>1 section of Algebra I was placed in the master schedule this year to support credit recovery. 23 students were placed in the course to recover their credits and/or A-G eligibility.</p> <p>Over the summer, academic counseling held meetings with rising 12th grade students and families to discuss scheduling, credit recovery, and A-G eligibility. As a result, several students opted to recover</p>	<p>95% of graduates will be A-G eligible</p>

				<p>their A-G and families were fully aware of graduation needs and plans prior to the start of the school year.</p> <p>Students with other credit recovery needs were rescheduled into graduation/A-G requirements prior to the start of the school year so they could earn lost credits and regain A-G eligibility.</p> <p>At the mid year mark, 6% of seniors on the cusp of being eligible have been strategically scheduled to regain their A-G</p> <p>After the end of S1, 4% of seniors who were not A-G eligible regained their A-G</p>
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Intervention Courses Students will have equitable access to curriculum with appropriate support and interventions so they have the opportunity to succeed. Student Support Team (SpEd,</p>	Yes	Partial Implementation	Addition of a Director of Students Services who manages a COS team and process to identify students in need of intervention early on to ensure we can intervene and prevent students from failing.	<p>📄 Requesting...</p> <p>Requesting Support for Your Student</p>	\$50,000.00	\$50,000

	Academic and Wellness Counseling, Leadership) will regularly monitor progress and identify needs.						
1.2	<p>Professional Development All teachers receive content area-specific professional development focusing on equity, diversity and inclusion.</p>	Yes	<p>Partial Implementation</p>	<p>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.</p> <p>In 2023-24 this work was accelerated and we provided a clear framework and timeline to reach our goals of common learning objectives, instructional strategies and academic language</p>	<p>Purchase of 100 copies of “Culturally Responsive Teaching & The Brain - Zaretta Hammond Department Alignment Learning Objectives</p>	\$14,200.00	\$3,200

				<p>on which every teacher in grades 6-12 will align. Departments meet for 3 hours per month to complete this work and will be presenting their final plans in interdisciplinary groups this spring and begin complete integration of key strategies and vocabulary in the fall of 2024. We expect vertical alignment to increase instructional rigor and consistency within each department.</p>			
1.3	<p>Credit Recovery System 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.</p>	Yes	Partial Implementation	<p>85 (48 for S1, 37 for S2) students were identified to be placed in an academic support period during the afternoon based on progress in Q2 and S1. 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.</p>	<p>cyber high USA Test Prep-HS Online Subs</p> <p>Student Credit Tracker</p> <p>Student Credit Tracker Snapshot</p> <p>Academic Support Attendance/Activity Tracker</p>	\$9,000.00	\$4,670

				<p>16 additional students were identified prior to the start of the term to take an academic success class. The course is designed to support skill building, executive functioning, and strong student study habits.</p> <p>Administration saw a need based on student data in the fall/winter of 2023 for an intervention period for Algebra II. It was put in place for semester II to support students in passing the course.</p>			
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Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Pathway development will increase possibilities for 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 access to internship opportunities and we revised our desired outcome to include all HS students.	Internship Program: 8-month-long elective, in place, connecting both academic and arts courses in a student's pathway.	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 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.	We have added two new arts advisory board members; One of whom is a professional theater producer/playwright. Last school year he dedicated time and talent teaching our theater students a series of masterclasses in directing, character and improv.	We will have a board with representation of all our specialized art forms meeting twice annually to Arts Advisory Board members have committed to engage industry partners to help build our mentorship program, and assist in our pathway goals of creating : college connections for arts courses and outside performance opportunities for our students.

<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 programs 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>OSA Summer Academy expanded in 2023, will continue to grow in 2024 with enrollment of 100+ per session</p>	<p>80% of our sub-pathways will have a summer program.</p>
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Summer Program</p> <p>OSA will expand its summer programs in the arts for which interest is expressed. This will also help in recruitment.</p>	Yes	Partial Implementation	OSA Summer Academy expanded in 2023, will continue to grow in 2024 with enrollment of 100+ per session	OSA Summer Program, Art Academies, Summer programs for Bay Area youth	\$30,000.00	\$15,000
2.2	<p>Arts Advisory Board</p> <p>By 2023-24, we will have a board with representation of all our specialized art forms meeting twice annually to assess industry relevance of our programming.</p>	No	Fully Implemented	The OSA Art Advisory Board was created in 2022. Our Art Advisory Board includes nine pathway specific industry professionals. Our Board meets every quarter, the members serve a three year term.	Art Advisory Board By-laws Art Advisory Board Members Art Advisory Board Meeting Agenda (1) Art Advisory Board Meeting Agenda (2)	\$5,000.00	\$5,000

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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.	Since moving away from Challenge Day, increased focus has been in development of OSA Way. Monthly assemblies, redesigned role of Dean to focus on Culture and Community, PBIS and student led events.	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 to the team. The Student Support team worked to reduce chronic absenteeism. Middle school attendance averaged 94% high school 91%	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 all. Our SART team worked with families to address barriers for students to attend school daily.	Launch of the OSA Wellness Center accessible for all students with mental/physical health concerns Implemented revised Coordination of Services Process to ensure equitable access to student support at OSA	School attendance of 96% or higher. Reduced access gap with evidence in GPA analysis by demographic.

<p>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</p>	<p>Not currently in effect</p>	<p>Middle and high school students build community across affinity groups and clubs. A formalized arts based mentorship program has not yet been established.</p>	<p>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 from coaching or learn from older students with shared experiences.</p>	<p>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.</p>	<p>All students are engaged in a Buddy System.</p>
<p>Expanded mental health supports, restorative justice consultants and facilitators, disability rights professional development</p>		<p>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</p>	<p>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, and local consultants on fentanyl addiction and harm reduction. Training for teachers and peer educators to teach a comprehensive sexual health curriculum that includes healthy relations and mental health and wellness.</p>	<p>OSA increased academic support and counseling services by expanding its Student Support Team, a dedicated group of professionals that monitors students' social-emotional, academic, and mental health needs. This team offers support classes, interventions, and progress monitoring for many of our students, while identifying additional resources they need to thrive at OSA. The Student Support Team follows a three-tiered support system: Universal, Targeted, and Intensive Support. Alongside our staff, OSA works with community partners that offer training and support on resiliency and healing, trauma-informed practices, and restorative justice.</p>	<p>Teachers and staff are trained and supported in providing socio-emotional support, particularly to students with disabilities and mental health concerns.</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Challenge Day/ OSA Culture & Community Challenge Day will be offered in four grade levels.	No	No Implementation	Moved away from Challenge Day to focus on Advisory. 23-24 change to middle school grade level focused cohorts to focus on relevant matters and build community.		\$14,000.00	\$0
3.2	Advisory Recognize and deliver the plan for support of mental health as we return to in-school learning in the Fall through Advisory Class	Yes	Fully Implemented	Integration of social emotional content in MS Advisory. Introducing joyful celebrations as a regular part of Advisory.	<ul style="list-style-type: none">  Norms and E...  Advisory Ou... 	\$10,000.00	\$10,000
3.3	Buddy System 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	No	No Implementation	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.		\$5,000.00	\$0
3.4	Expanded Mental Health Supports Increased expenditures on disability justice and disability rights. Increased expenditures on socio-emotional health of students and ability of staff to support.	Yes	Fully Implemented	Launch of the OSA Wellness Center accessible for all students with mental/physical health concerns Implemented revised Coordination of Services Process to ensure equitable access to student support at OSA	Oakland School for the Arts - Student Support Services <ul style="list-style-type: none">  Requestin... 	\$120,000.00	\$110,607

Goal 4

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 implemented 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.	The nine Equity Rubrics are created with student, staff, and family input. Equity Rubrics are undergoing a final edit from the JEDI Coordinator in collaboration with the Executive Director. This round of development is to ensure cohesion between the rubrics. There is another element of metrics the rubrics will be vetted against to ensure measurable outcomes.	Rubric utilized to assess all aspects of the school.
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	69% of students agreed/strongly agreed that affinity groups 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. In addition to previous	The second annual OSA Affinity Fair was held in the first semester of the 23-24 school year. Two new affinity groups were debuted, Jewish Student Union and The Carribean Student Alliance. During this fair students experienced different cultural food and games while learning about the different affinity spaces on campus. Affinity group students have been in collaboration. Latinos	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.

			<p>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 also organized collaborative events.</p>	<p>Unidos and Asian Pacific Islander Student Union held a joint soccer game in the first semester. The affinity groups also host the monthly school-wide assemblies this 23-24 School Year.</p>
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<p>Provide JEDI focused professional development for all employees</p>	<p>We have done foundational training in the 2020-21 school year.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The 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>
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Equity Rubric & Tracking Complete draft and implement the Equity Rubric.	No	Partial Implementation <i>Halfway to a completed draft and implementation.</i>	Editing in progress.	Under Review - Equity Rubric Edits	\$25,000.00	\$13,894+
4.2	Affinity Groups Support affinity groups in ensuring representation of marginalized student populations	Yes	Fully Implemented Completed implementation. Affinity groups are operating	Pending-data captured in the Culture Survey that has not been administered yet.	Affinity Fair Sign Up BSOC Camping Trip Interest Form	\$10,000.00	\$5,557
4.3	Professional Development Provide JEDI focused professional development for all employees	No	Fully Implemented Completed implementation. Professional Developments on cultural responsiveness and Anti-racism are being delivered.	Four Professional Developments administered since the beginning of the school year. <u>DATES</u> 11.1.24 12.13.24 1.24.24 1.32.24	CRT PD Slides Anti-Racism PD Slides	\$15,000.00	\$8,336

Goal 5

Goal Description

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 has begun a partnership with the New Teacher Project to improve teacher coaching and development. Rubrics have been designed and will be rolled out to faculty to ground professional development aligned to a high bar of achievement.	Teacher training and support to provide Tier 1 interventions in their classrooms will result in 15% fewer COST referrals and escalation.
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.	Our Coordination of Services Team (COST) holds weekly meetings to review referrals for support made by 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 analysis attendance, grades, accommodations, discipline and mental health records	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

				<p>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>This data is then used when building the master schedule.</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 Generation Science Standards for their course mid-year. Social Science - Assessment still in development. Standard based tools are not available so the SS department is creating subject specific assessments that are content relevant. 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” Administered three times a</p>	<p>Benchmark and summative assessments were implemented in all academic content areas. ELA: SRI Math: MDTP Science: Progress Learning (online NCSS-aligned platform) Social Science: DBQ</p> <p>World language: Department created assessments for vocabulary and grammar development</p>	<p>In order to assess the quality and effectiveness of our curriculum and instruction, we initiated benchmark testing in all grades in 2020-21. Teachers administered the benchmark tests in Sept/Oct and again in the spring. English used an SRI assessment, Math used MDTP, Science developed a benchmark assessment based on NGSS and Social Studies and World Languages made progress on developing but did not administer a benchmark assessment. In 21-22 all departments had benchmark assessments in place with Social Studies using DBQs and World Languages developing a benchmark aligned with state standards. The Science department was able to utilize an NGSS-aligned assessment that includes</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 grade class will establish a baseline and 6 year growth targets will be implemented.</p>

		<p>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>robust reporting capabilities—the USA TestPrep platform. Teachers met in departments to review the data and identify gaps in instruction and also used it to inform curriculum. In 2022-23 the same assessments are in place and we will again provide time and guidance for teachers in the coming months to review the outcomes and adjust curriculum and instruction as needed to support student learning.</p>
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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.	We now have a total of 5 case managers to support all of our students with IEPs. By hiring an additional case manager, we were able to ensure the number of students on each case load was manageable per case manager, ensuring all of our students receive adequate support.	Four case managers
PD specific to developing an inclusion model for special education	Not in School Wide PD-instrucional	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.	Grade Level and Dept collaboration with SPED department and case managers	All employees trained and successful in the full inclusion model.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Interventions Integrate Tier 1 and Tier 2 interventions into curriculum and teaching practices and systemic support to identify most effective intervention	Yes	Partial Implementation	OSA has begun a partnership with the New Teacher Project to improve teacher coaching and development. Rubrics have been designed and will be rolled out to faculty to ground professional development aligned to a high bar of achievement.	OSA Core Rubrics	\$10,000.00	\$5,000
5.2	Remediation Plan Use student achievement data to inform curricular offerings regarding remediation	No	Partial Implementation	In 23-24 we continued to assign high school students who did not meet A-G standards to an academic support period that included instruction and access to credit recovery. We also mandated attendance at twice weekly academic support tutoring for all students who were not currently passing their courses to receive additional instructional support. Students would remain in that cohort until they regained a grade of C- or higher.	Student Credit Tracker	\$26,000.00	\$26,000.00
5.3	Assessments Expand content area assessments and progress indicators for all core subjects in each grade level.	Yes	Fully Implemented	In order to assess the quality and effectiveness of our curriculum and instruction, we initiated benchmark testing in all grades in 2020-21. Teachers administered the benchmark tests in Sept/Oct and again in the spring. English used an SRI assessment, Math used MDTP, Science developed a benchmark assessment based on NGSS and Social Studies and World Languages made progress on developing but did not administer a benchmark assessment. In 21-22 all departments had benchmark assessments in place with Social Studies using DBQs and World Languages	MDT - Math assessment - Science Assessment-Progress Learning	\$11,000.00	\$11,000

				<p>developing a benchmark aligned with state standards. The Science department was able to utilize an NGSS-aligned assessment that includes robust reporting capabilities—the USA TestPrep platform. Teachers met in departments to review the data and identify gaps in instruction and also used it to inform curriculum. In 2023-24 the same assessments are in place and we will again provide time and guidance for teachers in the coming months to review the outcomes and adjust curriculum and instruction as needed to support student learning.</p>			
5.4	<p>SPED Case Manager Hire an additional Special Ed case manager to better support our students with IEPs.</p>	Yes	Fully Implemented	<p>We now have a total of 5 case managers to support all of our students with IEPs. By hiring an additional case manager, we were able to ensure the number of students on each case load was manageable per case manager, ensuring all of our students receive adequate support.</p>	<p>In total, we have 101 students with IEPs. The ratio of students to case managers is roughly 1:20. This allows our case managers to</p>	\$110,000.00	\$55,000
5.5	<p>Full Inclusion Professional Development PD specific to developing an inclusion model for special education.</p>	Yes	Fully Implemented	<p>At the beginning of the school year, we held a PD session with the entire staff discussing the inclusion model and how to best support our students. Throughout the year, the SPED inclusion model has also been incorporated in the student services PD.</p>		\$12,000.00	\$0