Agenda

Preparing for In-Person Instruction

Equity II & OSA ARTS 2021-2022
Preparing for In-Person Instruction

Mike Oz
In-Person Instruction

Current Status

- Incremental return planning is in development in collaboration with COSATS
- Surveys going out tomorrow (students/families/teachers and staff)
- Campus preparations are underway
- Information regarding vaccinations is being shared with teachers
- Alameda county is still in the purple tier
In-Person Instruction

Campus Preparations

- Assessment of classrooms most suitable for instruction (exterior with windows, without carpet, etc.)
- Air filtration systems being installed in all utilized classroom space
- Water bottle filling stations being installed throughout the building
- Sanitizer stations in all utilized classroom space
- New signage relevant to health and safety protocols
- Assessing each classroom for appropriate number of students
- Reducing unneeded materials in classrooms to enable effective cleaning
Incremental Return Planning

The follow are tentative plans that are each contingent upon details of local health and safety guidelines:

Phase 1 - Partial Return to Campus (25 -100 students daily)
- Only exterior classrooms with windows (approx. 12 students per room)
- Students in need of academic intervention
- In-person assessments
- Community building

Phase 2 - Increased Partial Return (100 - 200 students daily)
- Utilizing all exterior classrooms on main campus (16 total)
- Rotating grade level

Phase 3 - Full use of space (400 - 800 students daily)
- Only possible with HVAC improvements
In-Person Instruction

Challenges

- Tier level does not acknowledge site specific challenges
- No outdoor space
- Exterior of building classroom spaces not suitable for all programming
- Some art forms will not be cleared until after potential return (dance, vocal)
- HVAC system
- Vaccination availability/comfortability/efficacy
- Class size restrictions
- Some families/teachers not feeling comfortable returning
- Instructional efficacy of in-person instruction with limitations
- Transportation
- Inequities imposed by a return while safety concerns are still prevalent
Equity II: Our Behind the Scenes Work

SIU
Arts
Step.It.Up
Research
Diversity
PD
Representation
Alignment
Justice
DEI
Taskforce
Equity
JEDI
Academics
Professional Development Focus: DEI

Services

The Anti-Racist Initiative

Step 1: Cultural mindfulness Part I: Positionality & Perspective
Step 2: Cultural Mindfulness Part II: Positionality & Interactions
Step 3: Cultural Mindfulness Part III: Positionality & Systems design
Step 4: Conduct Organizational Assessment
Step 5: Develop Organizational Identity Statement
Step 6: Create Organizational Rubric
Step 7: Design a Strategic Plan
Step 8: Conduct Monthly Assessments
Step 9: Create an Equity Task Force
Step 10: Modify strategic plan & Delegate to Equity Task force
Professional Development Focus: DEI

Organizational Assessment

1. Name the System
2. Identify and Analyze the Outcomes
3. Create a Summary & Hypothesis
4. Articulate Your Desired Outcomes
5. Identify What Part of the System Needs to Change to Achieve your Desired Outcomes
Equity II

Outcomes from our work with Candice:

- Develop Organizational Assessments
- Create an Identity Statement
- Develop a strategic plan that focuses on equity for OSA
Equity II

School Meetings focusing on DEI

- BSOC - monthly meetings with OSA Administration
- Building Community / Culture with Ms. DeRoos
- DEI Researcher - weekly meetings with Ms. Joshi & OSA Administration
Equity II

Anna DeRoos
Dean of Students

Cultural Assemblies and OSA Students Create Meetings
Justice, Equity, Diversity, and Inclusion (JEDI) Update
WHY JEDI?

Dismantling Systems
We need to dismantle the oppressive systems at OSA that disproportionately affect and harm our Black and Brown youth.

BIPOC Support
We need to become a welcoming and productive learning environment for students, parents and teachers of color, specifically Black and Brown students.

Anti-Racism
We need to commit to anti-racism on every level. We cannot be performative and we need to self reflect as individuals in this system.
JEDI Process

Quarter 1
Research Phase-
Identifying Needs of School

Quarter 2
Development Phase-
Equity Task Force

Quarter 3
Recruitment Phase-
Hiring of Equity Task Force

Quarter 4
Implementation Phase-
Get to work!
<table>
<thead>
<tr>
<th>GOALS</th>
<th>Collaboration</th>
<th>Effectiveness</th>
<th>Sustainability</th>
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<tbody>
<tr>
<td>Collaboration</td>
<td>Working directly with affected groups (BIPOC, Students with Disabilities, LGBTQ+ students/families)</td>
<td>Being effectively evaluated on how DEI work is going and being held accountable.</td>
<td>A DEI Program that is sustainable and embedded into the foundation of the school.</td>
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Community Collaboration

- Parents of Color (POC) and Parents of Students with Disability (PODS) Group
- Equity Townhalls
- Board of Students of Color + meetings w/administration
- POC Staff/Faculty Group
- PD with Candice
- Step it Up
Equity Task Force

JEDI Coordinator
Step it Up Coordinator
Student Affinity Group Leader
Student Representative
Parent Representative
Equity Curriculum Developer
Dean of Students
SPED Coordinator
Pathways Coordinator
Student Support Team Representative
AVID Coordinator
Executive Director
Principal
Vice Principal

Bold - Would be new positions that would either need to be filled/funded
In our upcoming sessions with Candice, we will all be collaborating on an equity rubric for the Equity Task Force to use next year and be held accountable to.

**DEI is nothing without accountability!**
Next Steps

- Hiring a JEDI Coordinator - Application is out!
- Implementing a sustainable and accountable Equity Task Force
- Curriculum Development
- Ethnic Studies
- Continual Anti-Racism work
Thank you!
Oakland School for the Arts (OSA) is a diverse arts public charter school serving grades 6-12. We are located in the creative and vibrant epicenter of Uptown Oakland with our main campus residing in the historic Fox Theater. For the 2022 school year OSA is seeking a full-time Justice, Equity Diversity and Inclusion (DEI) Coordinator to lead our newly established JEDI Task Force. The task force is composed of a group of stakeholders and administrators with a focus on Diversity, Equity and Inclusion (DEI) practices school wide. The JEDI coordinator will be responsible for working with all parties to ensure that our work is in alignment with the DEI Mission Statement below. With over 100 employees, OSA is committed to this critical work and excited to bring aboard a JEDI coordinator to help us focus our efforts on ensuring that our diverse student body is provided with a supportive and nurturing environment that enables heightened student outcomes.

OSA Diversity Mission Statement: Oakland School for the Arts is an artistic and intellectual community founded on diversity and inclusion. OSA embraces differences in culture, race, ethnicity, gender expression & identity, sexual orientation, specific educational needs, socio-economic status, religion, nationality, immigration status, age, body type, and the many forms of life experience present in our community. All OSA stakeholders will promote and be assessed based on these core values in practice and behavior.

Job Description/Duties:
- Lead the JEDI Task Force in the DEI Mission and Vision of OSA
- Facilitate JEDI Task Force Meetings and manage team through individual and group check ins. Work with equity task force members on issues of recruitment and retention, special education needs, inequities in the classroom, curriculum development in all arts and academics and student culture and responsiveness.
- Align the JEDI Task Force work with the OSA three year strategic plan
- Report out to larger OSA community at OSA Board Meetings, community gatherings and town hall meetings specific to DEI

- Advocate for students, teachers and parents for whom the DEI mission serves and build collaborative relationships with these groups
- Facilitate professional development or collaborate with community partners for Professional Development as it relates to DEI issues, which may include 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
- Complete Equity Evaluations annually based on the OSA equity rubric for the following parties: OSA Board of Directors, Executive Director, OSA Administration and Leadership team and JEDI Task Force
- Develop community partnerships between OSA and local schools, organizations and after school programs and work specifically with the Step It Up diversity recruitment program Coordinator and team on recruitment and retention plan
- Facilitate student support measures for all Step It Up students entering OSA. This will focus on providing check ins and monitoring student progress both academically and artistically. This work will align with OSA's Student Support team.
- Work with Principal/Assistant Principal/Advance to ensure that all school communication and marketing materials are accessible to all families. Secure translators where needed
- Actively recruit a diverse teaching staff through community outreach and partnerships. Work closely with OSA Administration and the teachers union, COSATS, to ensure equitable practices and retention for teachers and staff.

Education and Knowledge:
- BA Degree and/or teaching credential preferred
- Teaching Experience (3-5 years preferred)
- Anti-racist training specific to Education
- Administrative Experience valued (at least 1 year preferred)
- Experience with culturally relevant curriculum development and instructional coaching
- Experience providing Professional Development training specific to DEI and anti-racism in Education
- Understanding of the California State Standards

Applicant Requirements:
- Passion for Diversity, Equity and Inclusion initiatives
- An equity-oriented systems leader that is passionately committed to students and to their education at every level. Has empathy for and commitment to programs and services for Black and Latinx youth and a solid understanding of youth development.
- Excellent collaborator and communicator
- Be passionate, empathetic
- Proven experience in developing excellent relationships with students, parents and teachers. Student centered approach
- An inspiring leader and communicator. Possesses the confidence and ability to articulate continuously high expectations for achievement by every student as well as the capacity to inspire staff, community partners, parents and youth to embrace that vision. Positive and projects energy and enthusiasm.
- Experience in the creation and curation of anti-racist and culturally sustaining curriculum, resources, and professional development/training.

Salary based on qualifications and experience, benefits package competitive.

NON-DISCRIMINATION POLICY
OSA does not discriminate in any program, activity, or in employment on the basis of actual or perceived age, sex, race, ethnic background, veteran status, ancestry, pregnancy, national origin, physical or mental disability, medical information, marital status, genetic information, sexual orientation, gender or religion.
Equity II

Step It Up Team:

Kev Choice, Jordan Karnes and Michaela Peters

Our work this year during 2020-2021
Community Partnership
The Step It Up program partnered with
The People’s Conservatory

**OSA faculty taught**
- Dance
- Instrumental Music
- Vocal (OSA alumna)
- Theatre (OSA alumna)

**Faculty from TPC taught**
- Digital Media
- Visual Art /Production Design
- Fashion Design
- Poetry (Lit. Arts)

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**DUE TO COVID-19 OSA HAS MOVED ALL CLASSES ONLINE FOR REMOTE LEARNING**

To continue our mission, we are offering special Step It Up classes online to keep our community involved in the creative process. All classes are being conducted virtually for the time being with our secure video platforms. Students in 5th-8th grade attending specific Title 1 Oakland schools can apply for the Step It Up program. To see if your child attends one of SIU’s Title 1 Oakland Schools, or is eligible to apply, please see our Frequently Asked Questions page or download the Spanish FAQ or Mandarin FAQ.

**Students in the 5th & 8th grade may pick to apply for ONLY ONE of the following art areas:**

**Design, Visual, and Media Arts Pathway**
- Production Design
- Literary Arts
- Visual Art
- Fashion Design
- Digital Media

**Performing Arts Pathway**
- Theatre
- Vocal Music
- Instrumental Music
- Dance Training Program (3 days a week)

**Mondays 5-6pm**
Oct. 19th-Feb. 8th (holidays excluded)
*Please note that the Dance Training Program will add additional dates (TBD). Visit oaktarts.org/stepitup for dates, info, & to apply.
STEP IT UP

An afterschool arts audition-prep program from Oakland School for the Arts, established in 2014 with a goal to make arts education accessible to Oakland youth.

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School Connections/Outreach

Burkhalter
Brookfield
Melrose Leadership Academy
Yu Ming Charter
Think College Now
Manzanita Seed
Piedmont Avenue
Franklin
Elmhurst
Edna Brewer MS
Frick MS
Claremont MS
PROGRAM STATS 2020-2021
13 Dates (Oct. 19th-Feb. 8th)
Total applications: 93
59 completed program
26 6th graders applied for entry
18 7-9th graders applied to audition (5 no shows).

THEATRE
-Started with 17 students:
  -11 completed, 1 auditioned
  -(2 did not show for the audition)
  -4 5th graders applied

IM
-Started with 14
  -9 completed
  -2 auditioned
  -5 5th graders applied

FASHION
-Started with 8
  -5 completed
  -1 auditioned
  -2 5th graders applied

VISUAL/PD
-Started with 20
  -13 completed
  -5 auditioned (1 no show)
  -5 5th graders applied

DANCE
-Started with 12
  -5 completed
  -2 auditioned
  -3 5th graders applied

LIT. ARTS
-Started with 3
  -3 completed
  -1 auditioned (1 no show)

VOCA
-Started with 4
  -2 completed
  -1 5th grader applied

DM
-Started with 15
  -11 completed
  -6 5th graders applied
# Step It Up Team Presentation: 2021-22 Support

## Step It Up Planning for Fall 2021

<table>
<thead>
<tr>
<th>Step Work</th>
<th>Marketing/Outreach</th>
<th>Bridge to OSA</th>
<th>Roles &amp; Reporting</th>
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<td>FAMILY ENGAGEMENT BEFORE/URING/AFTER:</td>
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<td>• how are families invited to participate?</td>
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<td>• how are the applications equitable?</td>
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<td>• when do parents get to meet OSA staff for Q&amp;A about the school?</td>
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<td>• how many nights do we have throughout the SIU process?</td>
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<td>• how do we support the families through the application process?</td>
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<td>• do we have a day set aside for them to audition?</td>
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<td>• post-auditions, how do we engage in and or activities do we host through the spring and summer to bring kids to OSA speed by August?</td>
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<td>• invite to OSA family events?</td>
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<td>• is there a two-day summer academy with Anna?</td>
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<td>• What cultural integration efforts are made? Do we assign a buddy or mentor?</td>
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<td>• do we hold weekly home lunches the first week of school?</td>
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<td>• post-auditions, who gathers 504 or IEP data to share with our staff?</td>
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<td>• Can CASRIP scores be uploaded/selected earlier rather than later; post-auditions, to enable OSA to accurately plan for disparate levels of incoming students?</td>
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**Planning Steps:**

- Map the coming school year major data holidays, audits, lottery.

- Using the school year calendar, plan and schedule the SIU class dates - how many are scheduled and what attendance is required?

- Then schedule the SIU application window - include posting in case we need to extend the application dates for maximum enrollment.

- Then schedule SIU postcard campaign to run through the summer and pre-orientation concurrent with the application window.

- Book instructors for all self-paced courses.

- What is the curriculum? Is it project-based?

- How is attendance tracked as a function of obtaining the preference points? Who manages this?

- Is there a certificate of completion awarded at the end of the class? Could this designation be what yields the preference points?

- Map an outreach plan to contact nonprofit which involve kids. This plan should include the spreadsheet below plus a tenure of touch points.

- Outreach to other community organizations such as churches, afterschool programs, Boys & Girls Clubs. Enter youth programs. Programs supporting out of school youth, multicultural, ESL related programs, etc.

- Ask POC and other parent groups to get the word out in their communities.

- Create a spreadsheet of all outreach organs, which OSA SIU staff person the makes the contact, doors of contact, dates of follow-up, our point person there, leg outcomes.

- What feedback do we get from those who have gone through the program or organizations we have reached out to? Is there an end survey for kids and parents?

- Finalize posters & translations, applications & translations, and program detail brochures, plus translations in the spring, prior to promotion campaign start.

- Create a SIU calendar for the website with application deadlines, dates, audits dates, and all scheduled open house info nights.

- Relationship Maintenance - What efforts are made to loop in those with low attendance so we don’t lose them.

**NOTES:**

- Create a timeline

- Further define roles & responsibilities

- Track average attendance over the course - how many actually show up? In which classes?

- Early enrollment data running up to start date.
Equity II & Arts

Kathryn Keslosky

Office of Advancement
Fundraising for DEI & the Arts

OSA Creates, October 20, 2020: About $90,000 raised from 145 donors

Giving Tuesday, December 2, 2020: $24,500-$27,892 raised from about 110 donors. Huge thanks to the Board of Students of Color, along with Mr. Oz and Ms. Joshi who made this possible!

Some examples of Institutional major donor support:

**RECEIVED**
- Anonymous ($51K + $24K in-kind) - Arts
- Crankstart Foundation ($31,250) - GenOps
- T.Rowe Price ($12,500) - GenOps
- Walt Disney Foundation ($11K) - GenOps
- Bandcamp ($8K) - DEI/SiU

**PENDING**
- Anonymous ($30K) - DEI
- Miranda Lux ($15K) - FD
- RECARE ($10K) - SiU
- Clorox ($10K) - SiU
- Anonymous ($10K) - GenOps
- Anonymous ($10K) - SiU

**DENIED**
- Alameda County Arts Relief Fund ($25K) - GenOps
- CDE Mini Grants for Equity ($20K) - DEI
- CDE Education to End Hate Mini Grant ($20K) - DEI

☆ For a full list of ALL 525 donors so far this year, visit our [Supporters page](#)
“Oakland Made” Virtual Spring Benefit

April 29th at 6pm!

oakarts.org/heartofoakland
Equity II: Pillars of Strategic Plan

Community
Academics
Arts
Sustainability

JUSTICE, DIVERSITY, EQUITY, INCLUSION
Strategic Plan Overview

- Four pillars: Community, Arts, Academic Excellence & Sustainability
- Each pillar includes goals specific to Diversity, Equity & Inclusion
- Aligns with WASC Schoolwide Action Plan
- Progressive three year strategic plan to advance community outreach & recruitment, evolve of our arts program, ensure access to academic success, college and career readiness, outline development campaigns and potential for expanding our campus.
- OSA Leadership team divided into pillar teams to begin our work.
Strategic Plan Process

- Leadership Team reviewed & reflected on previous plan and intended outcomes.
- Analysis of school data, focus groups, WASC and PD work this year.
- Pillar teams meet to redefine pillar goals specific to guide the future of OSA.
- Identified objectives & goals for each pillar, action steps, needs, potential barriers, timelines and what data will measure our progress.
- Pillar teams are creating outlines of each pillar to share with community for input before drafting final plan.
- Next steps- voices of the board, teachers, students and families
Strategic Plan Feedback Process

- Town Hall on March 2nd, to provide overview and purpose of plan.
  - There will be an additional evening meeting for community stakeholders to share feedback and offer input on each pillar
- OSA Teacher & Staff & Student workshops
- OSA Leadership & Board committee workshops (*look for email in coming week*)
- May reviews will reflect the work of our pillar teams and community
How are we supporting our new 6th graders who are entering OSA through the lottery?

Assessments in May: Math and English
Purpose: Analyze data to make informed decisions about planning for the fall.
Collecting student 504 & IEP plans early to put into place supports for students.

Arts Assessment: The Arts Chairs would like to meet with their rising 6th graders.
How are we supporting our new 6th graders who are entering OSA through the lottery

Bridge Program: Dates - first week of August

Special Program designed to orient students to OSA

Community builder

Bridge to OSA - Inviting all rising 6th grade students and new upper level students!
Arts Planning for 2021-2022 school year:
Evaluation or Arts: Arts Chairs / Program
Arts Chairs met weekly
Arts Staff met weekly by sub-pathway, pathway, or all arts
Arts Chairs Retreat with OSA Administration

Outcome: Design MS ARTS Program 2021-2022
Arts

Our middle school arts program will look a bit different for the 2021-2022 year.

Outcomes - Curriculum:
Develop new core curriculum per sub-pathway
Develop new pathway access course curriculum by pathway

Outcomes - Schedule:
Performing Arts Pathway - Wednesday is a Pathway Access class
VDM Arts Pathway - Tuesday and Wednesday are Pathway Access class days.
Arts: Pathways

- Digital Media
- Fashion
- Literary Arts
- Production Design
- Visual Art
- Dance
- IM (Performing Arts Pathway)
- Theatre
- Vocal
Dr. Thompson - Pathways
Arts Pathway Coordinator

- CTE Pathways
- CTE Advisory Board
- MMI program Mentor, Master Class, & Internships
- Project Based Learning - Creating on campus opportunities
- College, Careers, & Beyond Career Readiness/ Career Awareness/Career Training
- Academic and Arts Integration
- Artist Speaker Series
- California Arts, Media, & Entertainment Industry Sector
Pathways: MMI Program

The OSA MMI (Mentor, Master Class, and Internship) program has been designed to provide our students with pathway specific professional mentors who will lend support to the mentee by giving artistic guidance and feedback, while offering college/career advice.

In our commitment as a Linked Learning school to transforming education into a relevant and engaging experience, we will be providing our students with the opportunity to connect directly with influential working artists through our Mentorship, Master Class & Internship Programs.

Career Awareness - Build awareness of the variety of careers available and the role of postsecondary education; broaden student options.

Career Exploration - Learning ABOUT work. Explore career options and post-secondary for the purpose of motivating students and to inform their decision-making in high school and postsecondary education.

Career Preparation - Practicum and Internships Work-Based Learning Continuum, provides opportunities for students to participate in a learning experience that combines classroom instruction with business and industry. OSA students gain the skills and knowledge needed for a successful and fulfilling career.
Project Based Learning

The 8 Essential Elements

- Audience-Presented Product
- Reflection & Revision
- In-Depth Enquiry
- Curriculum Content
- 21st Century Skills
- Need To Know
- Student Voice & Choice
- Driving Question
Artist Speaker Series

In our commitment as a Creative Career Pathway school to transforming education into a relevant and engaging experience, the Artist Speaker Series provides our students with the opportunity to connect directly with these influential professional working artists. This series started October 6th and will run through May 12th.
OSA
Oakland School for the Arts

Presents
Artist
Speaker Series

Join OSA for the 6th in a series of 8 professional artist seminars on March 9th streaming on Zoom (link). This and all events will be moderated by OSA students and include a Q&A session.

Special Guest Speaker - Emilio Castillo - Founder of Oakland’s Own Tower of Power

1/20 Tammi Mac - 3X NAACP Award Winner/TV Talk Show Host ‘The Tammi Mac Show’/Radio Host 102.3 KJLH
2/17 Marlon West - Head of Animation Walt Disney Corporations
3/9 Emilio Castillo - Founder of Tower of Power, Musician, Producer
3/11 Dana King - Sculptor / Special Guest Legendary Graffiti Artist Fab 5 Freddy
5/12 Seney Alkebu-Ian Medow Futur Fashions & Jenni Ricciotti Project Runway Designer (Season 15)

In our commitment as a Linked Learning school to transforming education into a relevant and engaging experience, we will be providing our students with the opportunity to connect directly with these influential professional working artists. This series will run October 6th through May 12th. For information contact Pathway Coordinator Dr. Delores Thompson dthompson@oakarts.org
The Arts has a global lens.

A snapshots of curriculum in the arts and how teachers are expanding the curriculum to include a more global lens.
FROM “Music History” INTO “Music and the Human Imagination”