



Board of Directors:

Josefina Alvarado Mena	Dewayne Walton
Wei-ling Huber	Jason Reimann]
Amy Omand	Sorell Raino-Tsui
Safia Fasah	Isaac Abid

School Staff

Mike Oz, Executive Director
 Kala Stepter, JEDI Coordinator
 Juju Williams, Operations and Compliance Mngr

**Oakland School for the Arts
 OSA EQUITY COMMITTEE Meeting Agenda
 February 14, 2023, 4:30 pm**

Zoom Link:

<https://oakarts-org.zoom.us/j/6992948490?pwd=ZnVldmQxcDhXcURaeFFiMmZKalNRZz09>

TOPIC	WHO
<ul style="list-style-type: none"> ● Call to order ● Roll Call 	Wei-ling Huber
<ul style="list-style-type: none"> ● Public Comment on Non Agenda Items <i>(not to exceed 5 minutes)</i> None <i>Members of the public may request to speak on items related to school business. The board is not able to respond to public comment on non-agenda items.</i>	Wei-ling Huber
<ul style="list-style-type: none"> ● Overview of Equity Rubrics ● Public Comment ● Board Discussion 	Kala Stepter
<ul style="list-style-type: none"> ● Process for Implementation for Equity Rubrics ● Public Comment ● Board Discussion 	Kala Stepter
<ul style="list-style-type: none"> ● Feedback for Equity Rubrics and Next Steps ● Public Comment ● Board Discussion 	Wei-Ling Huber

OSA is fully ADA accessible. Anyone requesting accommodation should contact Juju Williams, jwilliams@oakarts.org or 510-873-8815 at least 72 hours prior to the meeting. Members of the public may address the Board of Directors on any topic relevant to OSA. In order to hear from as many voices as possible, the Board Chair may institute a reasonable time limit for all speakers prior to the beginning of public comment. OSA reserves the right to limit the number of speakers. All listed times are approximate. Agendas and materials may be viewed at www.oakarts.org or in Room 232, 530 18th Street, Oakland, CA 94612 during normal school hours.



Dismissal	Wei-ling Huber
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Curriculum & Instruction

	Envisioning	Emerging	Developing	Meeting	Innovating
Criteria 1: Instructional Vision					
Criteria 1: Student Learning Outcomes (Description)					
Criteria 2: Teacher Training/Professional Development (Description)	Teachers have not engaged in any JEDI curriculum/training nor in their academic discipline/art form.	One third of OSA teachers have begun JEDI curriculum/training as well in their academic discipline/art form.	Half of OSA teachers have completed post-degree work in JEDI curriculum/training as well as in their academic discipline/art form.	Most OSA teachers have completed post degree work in JEDI curriculum/training as well as training in their academic discipline/art form.	All OSA teachers have completed post-degree work in JEDI curriculum/training as well as training in their academic discipline/art form.
Criteria 3: Humanities (Description)	Humanities curriculum and instruction is taught from an exclusively Eurocentric lens. More than 75% of humanities students are below grade-level in reading and writing skills. Low-income students show little to no growth in reading and writing skills.	Humanities curriculum and instruction is not reflective of a wide range of identities and experiences. More than half of humanities students are below grade-level in reading and writing skills. Low-income students show little to no growth in reading and writing skills.	Humanities curriculum and instruction is partially reflective of a wide range of identities and experiences. More than half of humanities students are below grade-level in reading and writing skills. Low-income students show little to no growth in reading and writing skills.	Humanities curriculum and instruction is reflective of a wide range of identities and experiences. Humanities teachers receive on-going, subject-specific training and professional development. A high majority of low-income students are at or above grade-level in reading writing skills.	Humanities curriculum and instruction is reflective of a wide range of identities and experiences. Humanities teachers receive on-going, subject-specific training and professional development. All low-income students are above grade-level in reading writing skills. OSA partners with local organizations to enhance humanities curriculum.
Criteria 4: Sciences (Description)					
Criteria 5: Electives (Description)					
Criteria 6: Performing Arts (Description)	Students only demonstrate knowledge of EuroAmerican performing arts and arts history.	Students demonstrate beginning interest and engagement with global and BIPOC performing arts.	Students demonstrate intermediate interest and engagement with global and BIPOC performing arts history	Students demonstrate solid knowledge about global and BIPOC performing arts. Their performances include engagement with diverse performing arts history and experimentation with such diverse forms.	Students demonstrate significant knowledge about global performing arts and BIPOC performing arts. Public performances demonstrate innovation in terms of incorporating JEDI themes as well as art form mastery

<p>Criteria 7: Visual Arts (Description)</p>	<p>Students only demonstrate knowledge of EuroAmerican visual arts history and art making.</p>	<p>Students demonstrate beginning interest and engagement with global and BIPOC visual arts history and art making.</p>	<p>Students demonstrate intermediate interest and engagement with global and BIPOC visual art history and art making.</p>	<p>Students demonstrate solid knowledge about global and BIPOC visual arts history and art making. Their work includes engagement with very diverse art forms and experimentation in using these forms.</p>	
<p>Criteria 8: Student Academic Ownership</p>	<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work. (IP)</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p> <p>No students or very few students try hard to complete challenging academic work or answer questions.</p> <p>(from Aspire rubric)</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. (IP)</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions</p> <p>(from Aspire rubric)</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own. (IP)</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p> <p>(from Aspire rubric)</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. (IP)</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p> <p>(from Aspire rubric)</p>	<p>All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p> <p>(from Aspire rubric)</p>
<p>Criteria 9: Safe & Effective Learning Environment (Description)</p>	<p>Students demonstrate visible discomfort and do not participate in discussion. Teacher doesn't allow time for students to reflect before "giving answers". Teacher does not maintain the</p>	<p>Students don't seem to feel comfortable participating in discussion. Teacher doesn't allow time for students to reflect before "giving answers". Teacher does not maintain the classroom with</p>	<p>All students generally seem to feel comfortable participating in discussion, shared airtime. Teacher allows time for students to reflect before "giving answers". Teacher maintains the classroom</p>	<p>All students sometimes seem to feel comfortable participating in discussion, shared airtime, Teacher sometimes allows time for students to reflect before "giving answers". Teacher maintains the classroom</p>	<p>All students seem to feel comfortable participating in discussion, shared airtime, and teachers allow time for students to reflect before "giving answers". Teacher maintains a classroom with compassion, is flexible to</p>

	classroom with compassion and is not flexible to adjust the agenda to best meet student needs. (from Bullseye)	compassion and is not flexible to adjust the agenda to best meet student needs. (from Bullseye)	with compassion most of the time and is mostly flexible to adjust agenda to best meet student needs. (from Bullseye)	with compassion some of the time and is somewhat flexible to adjust the agenda to best meet student needs. (from Bullseye)	adjust agenda to best meet student needs. (from Bullseye)
Criteria 10: Coaching (Description)					

Potential Criteria Add:

- state standards
- academic rigor
- college readiness (what are freshmen in college being asked to do?)

Notes

Useful Resources:

[What is a rubric?](#)

[Example Rating Scales](#)

Examples of Equity Rubrics

- [Mid-Atlantic Equity Consortium \(MAEC\) Equity Audit \(2021\)](#)
- [Peralta Community College Online Equity Rubric \(2020\)](#)
 - [Describing the Peralta Equity Rubric](#)
- [Crossroads Charter School Equity Rubric](#)
- [IDEA Data Center \(IDC\) Success Rubric \(2016\)](#)
- [Stanford Course Design Equity and Inclusion Rubric](#)
- [NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education](#)

- [Aspire Student Learning Framework](#)

Potential Revised Criteria:

Arts Curriculum

- Visual
- Performing

Academic Curriculum

- Humanities
- Sciences
- Electives

Arts Instruction

Academic Instruction

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Enrollment and Retention

	Envisioning	Emerging	Developing	Meeting	Innovating
Criteria 1: Recruitment	OSA is known on paper only. There is little to no outside access outside to information about the school	OSA is known in the community, but does not have sources that people can use for reference	OSA is known in the community and has minimal sources that people can use for reference	OSA is known in the community, has reliable resources people can use for reference, and repeatable processes people can access to get information, enroll, etc.	OSA is known in the community, has reliable resources people can use for reference, and repeatable processes people can access that adapt to community needs
Criteria 2: Supports for students who are new to the school	Students are expected to jump in the routine/space immediately	Students are given minimal initial support to onboard	Students are given initial support to onboard and have some opportunities during the year to get support specifically targeted for them	Students are given initial support to onboard, have regular opportunities during the year to get support targeted for them, and have access to differentiated instruction to meet them where they are at	Students are given targeted support as needed and experience differentiated instruction to meet them where they are at. Programming for late enrollees (either from waitlist or later grades).
Criteria 3: Communication/ connection with the OSA community	Communication/connection is minimal and information/communication is on a needs only basis	Communication/connection is present and is mostly from the school to the outside (one way)	Communication/connection is present, gives clear messages to the community, and allows opportunity for minimal feedback from the community	Communication/connection is present, gives clear messages to the community, allows opportunity for meaningful feedback and discussion. Adjusts to community needs, incorporates feedback.	Communication/connection is present and proactive, gives clear messages, gathers community feedback, and adjusts to community needs
Criteria 4: Programs/events to expose students to OSA	There are no programs accessible to prospective students	There are programs available, but opportunities to participate are sparse and not well known	There are programs available. Opportunity to participate is limited, but information about the programs is generally known	Programs are available on an ongoing basis to engage prospective students and information on how to access is known/there is support to enroll	Programs are available on a predictable/ongoing basis during the school year and summer and engage prospective students and families. Process to enroll is accessible and supports are in place to help if needed.
Criteria 5: Programs/events to expose the community to OSA	There are no programs designed to include community members outside of OSA	There are programs available, but opportunities to attend are sparse and not well known and do not involve the community.	There are programs/events available. Opportunity to attend is generally known but community involvement is limited	There are programs/events available that are known. The community is involved in the events and information on how to attend is known/there is support to participate. This can include annual open houses.	Programs/events are ongoing and continually involve the community. Process to participate/attend is accessible and supports are in place to help if needed. Help with School Mint (big event like auditions with volunteers) or tickets to pathway events.
Criteria 6: Data on student/family	There is no data on student/family satisfaction	Minimal data is collected, mostly when students exit	Some data is collected from students and families, but	Data is collected from incoming students/families,	Data is collected from incoming, current, exiting, and

satisfaction			information is not applied to school operations/practice	current students/families, excited students/families, and alum. Information is applied to school operations/practice. User-Centered design and re-design. Deep understanding of the experiences of incoming newer students. Solicit suggestions for what is working and what isn't to adjust.	former students families on a predictable/ongoing basis with the goal of applying the info to school operations/practice. Deep understanding of the experiences of incoming newer students. Adjust program based on feedback.
Criteria 7: Incorporation into school culture	Students are enrolled and expected to assimilate into the culture with no additional support	Students are enrolled and there is an initial onboarding, but no ongoing supports to integrate students into the school culture	Students are enrolled and there is an initial onboarding process and some supports for building school culture throughout the year	Students are enrolled and there is an initial onboarding process and regular supports to help build school culture throughout the year	Students are enrolled and there is an initial onboarding process, there are regular supports to help build school culture throughout the year, and additional supports are created based on specific student needs as they arise throughout the year
Criteria 8: Enrolling more socioeconomically disadvantaged students and documenting	< or = to 14% FRL	< or = to 29% FRL	< or = to 43% FRL	< or = to 57% FRL	< or = to 72% FRL (OUSD's current number)

**Opportunities in the arts that are based on grade level/interest, not just skills based (competitive/audition based)*

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[Example Rating Scales](#)

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Student Support - Mental Health & Wellbeing

	Envisioning/Non existent	Emerging	Developing	Meeting	Innovating
<p>Criteria 1: School level SEL (Social and Emotional Learning)</p>	<p>Some members of the OSA community begin to recognize the need for a more cohesive SEL and mental health strategy to support students as well as teachers, staff and leadership with the goal of becoming a more welcoming, stable, caring, and higher achieving school for ALL.</p>	<p>OSA makes an official vision statement that articulates the preferred future of supporting student mental health and well-being. Leadership has a policy around harassment and bullying prevention, however most in the community do not yet know what it is, where to find it. Accountability to the policy is inconsistent.</p> <p>Many faculty/staff are ambivalent about SEL and do not yet see the connection to academic and artistic achievement. Many faculty/staff do not feel confident about incorporating it into their daily work.</p> <p>Strategies to address SEL are largely cognitive (i.e. about the way one thinks). Strategies that help individuals engage and communicate emotional authenticity, and that help individuals be embodied (i.e. feeling connected to one's body in a safe manner; increasing one's ability to be in one's body in the present moment and to feel all of its physical and emotional sensations) are not well understood and are not yet a part of the curriculum. SEL training is limited.</p> <p>Those faculty members who are skeptical of the role of SEL in their pedagogy are frequent critics and have an unbalanced influence over the narrative of the school.</p>	<p>Engagement of SEL strategies is largely motivated by compliance (i.e. they have been directed to do so) without buy-in from the majority of the faculty and staff. Students receive some SEL (Health, Advisory, some arts and academic classes) and believe it to be an enhancement of their experience at school. Many faculty/staff are ambivalent about SEL and do not feel confident about incorporating it into their classroom on a regular basis. Strategies to address SEL are still largely cognitive (versus emotionally authentic and embodied) and training is limited.</p> <p>Some faculty/staff are ambivalent about SEL and do not feel confident about incorporating it into their day to day work. Teachers and Staff begin to learn about trauma-informed teaching practices, and some may try on new trauma-informed strategies.</p> <p>Students may not feel known by their teachers, which leads to mutual feelings of being disconnected and misunderstood.</p>	<p>With the buy-in and participation of the majority of the faculty, OSA has a shared vision statement of how it attends to the mental health and well-being of every student on campus.</p> <p>Recognizing that student mental health and well-being is inextricably tied to the mental health and well-being of faculty and staff, there is a clear vision that attends to the mental health needs of faculty/staff as well. Since evidence shows that SEL strategies that are well incorporated into all aspects of pedagogy increases job satisfaction, improves teacher retention, supports more effective classroom management, increases desired mental health outcomes and increased academic engagement for students, strategies for specific processes and activities are clearly mapped out, funded and the progress is reviewed throughout the year.</p> <p>There is opt in training and additional coaching for those who do not feel confident in delivering SEL curriculum or strategies.</p> <p>There is training for all on the benefits of SEL strategies and how they can be meaningfully incorporated into teaching. Coaching to support the</p>	<p>With the buy-in and participation of the faculty, OSA has a shared vision statement of how it attends to the mental health and well-being of every student on campus that the majority of the faculty/staff are able to readily articulate. Faculty understand, regularly act on, and hold themselves accountable to their individual and collective roles in executing that vision. SEL values are evident in all spaces on campus because SEL strategies are deployed at every level of the school: interpersonally, in the classroom, and school-wide through clearly articulated shared values and policies and practices that reflect and center these values. Every faculty member can recite 3-5 strategies they regularly employ in their day to day work to support SEL. Students will be aware of strategies to attend to their self-care, are able to articulate where to get help when needed, and have an active role in supporting the SEL value statement. Parents are clear on SEL strategies because they have been offered training and materials to reinforce SEL at home. Leadership regularly provides updates to the OSA community about the mental-health and wellbeing of members of the OSA community. ALL students feel known and well cared for by at</p>

		<p>Faculty/staff may still feel there isn't a need for SEL or that it is antithetical to academic goals.</p>		<p>transfer of learning of SEL to day to day practice is available to all faculty/staff.</p> <p>Teachers and Staff incorporate trauma-informed/healing-centered practices in their work with students and with each other on a regular basis—including acknowledgement and healing from the trauma of various forms of oppression and violence (race, class, gender).</p> <p>Students feel connected, cared for and understood in their arts sub-pathway, but this is still emerging in their academic classrooms.</p> <p>Students have a quiet physical space on campus where they can receive support for grounding themselves as appropriate during the school day.</p>	<p>least 2 adults at OSA and ideally by all of their classmates. All students feel connected and well-understood by both their academic and arts sub-pathway teachers.</p> <p>Students and faculty have quiet physical spaces on campus where they can ground themselves and receive support from wellness providers on campus.</p>
<p>Criteria 2: Environment: School Culture (students, parents, staff)</p>	<p>Stakeholders agree that current school culture is not in alignment with stated values and the OSA way and that reform is needed to bring about better alignment with these values.</p>	<p>OSA leadership articulates valuing the mental health and well-being of students, however does not yet have the staff or infrastructure to carry out the vision. School environment is plagued by persistent siloism, and most efforts are driven by individuals or a small minority group of outspoken veteran staff members who have become savvy advocates. Staff and students hear messages about self-care but rarely experience specific support around self care activities. Faculty/Staff and students regularly display signs of burnout, especially in the latter half of the school year as evidenced by absenteeism and staff turnover. Parents struggle to engage in the school community meaningfully as community norms are unclear or exclusive.</p>	<p>OSA leadership makes official policies that support the mental health and well-being of students. There are intentional efforts to implement strategies to address the mental health and well-being of students, and faculty/staff.</p> <p>However, there is relatively little change in school culture or the decision making around changes that need to occur. Those that raise challenges to the status quo are dismissed or not taken seriously. Leadership may become defensive when faced with critical feedback because they may not yet have the skills to engage more inclusively under those circumstances.</p> <p>JEDI principals are invoked as a strategy to elicit a reaction to an issue, without any authentic connection or understanding to equity or inclusion work. This serves as a distraction to actual issues that are barriers</p>	<p>OSA leadership is clear on the characteristics of school culture that support the mental health and well-being of students and the specific strategies that support them. Students and parents have meaningful opportunities to contribute feedback on the success and opportunities of the current strategies. Evidence of the OSA way is observable, beyond being simply mentioned, in every meeting and gathering of the school. Evidence of student and faculty artistic expression is evident in all shared spaces of the school offering a source of individual and community pride. School assemblies showcase the talents of the OSA community and creative ways to message information to the OSA community. Leadership decisions are transparent, informed inclusively and anchored in shared values that support the well-being of all students.</p>	<p>The mental health and well-being of OSA is regularly tracked, and there is a team that addresses trouble areas collaboratively with the student, parent, faculty and leadership.</p> <p>OSA leadership has identified metrics for and regularly reports out about the progress of student mental health and well-being alongside other school community data (such as attendance and academic performance) at regular meeting for the school community.</p> <p>OSA leadership is clear on the characteristics of school culture that support the mental health and well-being of students and the specific strategies that support them.</p> <p>OSA Leadership leverages the resources needed to sustain and enhance those strategies over time.</p>

			<p>to inclusion in the OSA community.</p>	<p>Leadership implements structures, policies and practices with inclusive decision-making and other forms of power sharing on all levels of the institution's life and work. This will be evidenced by clear communication about purpose and goals, the process by which we will meet the goals, opportunities to reflect and learn from set backs, failures and challenges, and regular updates about progress toward outcomes.</p> <p>Community norms for communication, particularly in situations involving conflict, are clear, documented and consistently followed by all in the OSA community. There is shared responsibility for keeping community members accountable to these norms.</p>	<p>Students and parents know how to access mental health services as needed for their students.</p> <p>The connection between artistic expression and mental health care is made and faculty become more comfortable responding in an emotionally and socially supportive way to their students' art work and creative blocks. Faculty is supported in managing the challenges of delivering a rigorous arts-infused curriculum in ways that are manageable for themselves and students as is evidenced by high student attendance and high academic and artistic achievement.</p> <p>Restorative Justice practices are employed to address conflicts that honor the participants and repair damaged relationships at every level of the organization. Punitive discipline practices are all but eliminated, and restorative strategies for parties that center accountability and repairing harm are employed. To prevent further harm, RJ practices are not used when the offending party is not yet ready to take responsibility and take meaningful action to repair damage.</p> <p>Evidence of student and faculty artistic expression is evident in all shared spaces of the school. School assemblies showcase the talents of the OSA community and creative ways to message critical information to the OSA community.</p> <p>Leadership decisions are transparent, informed inclusively and anchored in shared values that support the</p>
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					well-being of all students. In addition to ownership of JEDI values in the school community, OSA Leadership and faculty have the coaching support needed to adapt to the needs of the OSA community as they evolve.
Criteria 3: Access to services	Limited supports are available and students are not always able to access them.	Some interventions for a small number of students with exceptional needs are available. Only savvy parents are able to access services. There is not a continuum of services available to support students. For students eligible for IEP and 504 plans, there is continued room for growth in compliance. There is no strategy for identifying students with special needs, who are without savvy parent advocates.	OSA is approaching compliance with the IDEA for students known to have learning disabilities, but does not yet have a continuum of services. Accessing services still requires system savvy, however there is some occasional support or education opportunities for parents through APT or other resources. The student support team articulates a plan for increasing the accessibility of support services but does not yet have the resources to fully execute their plan.	OSA leadership makes occasional mention of the available services to the community. Staff are responsive to requests for help by students and parents. Faculty is proactive in connecting students to available support. Menu of available services and resources is available on the school website. OSA is compliant with all of the provisions of the IDEA.	OSA has a continuum of robust services that meet a variety of student support needs from informal, peer support, to Student Support Teams, to individualized intervention for students with exceptional needs. It clearly follows an MTSS or multi-tiered approach to provide intervention services. Information about the continuum of services is available on OSA website, as well as tools and resources for accessing those services. Those students who are interested in small group or individualized confidential counseling support can easily access these supports during the school day and that if a student wants to see a BIPOC mental health care provider, there is one that is available within a reasonable amount of time. A full service Wellness Center is established.
Criteria 4: Student Peer Support	Only some students are aware of clubs/groups/ways to connect to their peers. Students lack time and space to create or engage in meaningful spaces that focus on friendship and wellbeing.	Students feel welcomed and connected to other students in their own arts emphasis. There are club opportunities and affinity groups available for students with shared interests.	Students feel connected to other students across disciplines and sometimes engage in cross-discipline collaborations in school activities and projects.	A student led mental health and well-being advisory board provides feedback on strategies to support well-being in the OSA community. All students have networks for academic and social support. Faculty/staff provide coaching support to students as needed to enhance peer support.	OSA has a team of students who are trained in a variety of peer-led wellness activities. A student-led mental health and well-being advisory board plans activities for fun and creativity for fellow students in the OSA community. All new incoming students (at any grade level) are matched with an older student mentor. Student Advisory periods provide opportunities for constructive peer support for students. There is a cadre of peer counselors who work with licensed staff to provide some entry level peer counseling

					support.
Criteria 5: Leadership Support	Leadership feels at odds with OSA community in general and regularly finds themselves on the defensive or otherwise disconnected from the OSA community as a whole	Leadership meets regularly with representatives of constituents in the OSA community but these still represent a limited spectrum of view. Leadership does not have a regular way of measuring school climate as it relates to the mental health and well-being of the students. Frequent turnover in leadership represents the level of burnout leaders experience. Leaders lack the professional support and resilience to weather storms in the community as OSA evolves. Leaders often wear multiple hats and don't have time to mentor and review faculty and staff performance and professional development goals.	Leadership engages a variety of strategies for communicating with the OSA community on a regular basis, but these strategies may still exclude some voices. Leadership has articulated a strategy for increasing staff cohesion and mutual support, however does not yet have the resources or infrastructure to carry out the vision. Leadership has access to professional coaching to support their own professional development, but does not yet access it regularly, or are in the very beginning stages of growth. Frequent missteps occur as leaders gain the competency to reflect and adapt.	Leadership engages a variety of strategies for communicating with the OSA community and has a strong understanding of the themes of need across the board. Leadership has access to the resources needed to deploy a variety of strategies to support the mental health and well-being of students. Leadership expresses their accountability to meeting certain benchmark goals and signs of success each year. Leadership has a regular strategy for receiving constructive feedback on their performance that allows them to leverage their strengths and assets to address challenges and areas of need. By and large, leadership intent is in alignment with impact and this is evident in all communication with the OSA community.	Leadership is adept at engaging around the concerns of the OSA community in ways that resist defensiveness because leaders are themselves well-supported. Leadership engages their own professional support network to help hold the challenges of leading a diverse organization, while centering inclusion and equity. Leaders engage challenges and conflict gracefully as part of the life of a healthy organization and engage in regular succession planning so successful activities transcend individual personalities and efforts. Leaders feel overall more grounded and confident in their roles because they are well defined, reasonable, and allow them the time to know their staff well (with time for regular supervision, coaching and reviews.)
Criteria 6: Parent Support	Parents almost never have an opportunity to engage other parents outside of volunteer opportunities at the school.	Parents are invited to an orientation and beginning of the year town hall and are offered a few resources to help them navigate the OSA community. However, those who were unable to attend these meetings have no other strategies for gaining this information. This contributes to a club-like, in-group/out-group atmosphere at the school.	OSA leadership communicates a plan to provide a spectrum of parent support activities to enhance student well-being and mental health services on campus, but does not yet have the resources to deploy these strategies. OSA Leadership meets with parents several times a year, often in the context of PTSA or Board meetings but there is little opportunity for parents to share collective wisdom and lessons learned. PTSA attempts to address deficits in parent support through their own meetings, but without meaningful collaboration with school leadership.	Beginning before the start of school, parents are welcomed to the OSA community and there are opportunities to connect with one another across various affinity groups. The OSA Website contains complete information and resources for parents on how to support their students. Faculty are accountable to maintaining good communication with parents regardless of grade level and are responsive to parent requests.	APT has strong mutual communication with the OSA community at large and with leadership. Parents have a variety of affinity groups where they can receive and give support to others in the OSA community. New parents are welcomed before the beginning of each school year and are connected to other parents in the OSA community. There is redundancy in parent support so that as students graduate and parents leave the community, others continue the work. Parent contributions are recognized and celebrated, which serves as recruitment and incentive for future parent involvement. 1-1 consultation and small group support is available around parenting teens and specific parenting topics.

<p>Criteria 7: Faculty/Staff Support (including professional development)</p>	<p>There are little to no PD opportunities. Those that are offered focus on compliance instead of overall well-being of the individual faculty or team building.</p> <p>Some members of the community articulate feeling devalued and concerned about the direction of the school. There is a high level of concern regarding burnout among faculty and staff. There are no annual reviews of all faculty and staff to create individual professional development plans. Faculty and Staff do not have the time and space to create support structures with others. This leaves faculty and staff feeling alienated.</p>	<p>PD opportunities meet minimum mandates, however they do not reflect the interests of the team and/or does little to move faculty/staff towards organizational goals. No attention paid to individual professional goals.</p> <p>The need for recruitment and retention of a diverse faculty who is prepared to deliver an inclusive academic and artistic curriculum. Leadership has developed a n However, leadership doesn't have the staff or resources to follow through with the plan.</p>	<p>OSA faculty receive some support toward their professional development goals, but only if they seek it out themselves.</p> <p>Progress and excellence in a particular leader is rewarded with more (often uncompensated) responsibility, instead of cultivating the development of a number of leaders.</p> <p>Those who are willing to take on more leadership responsibility are a great service to the OSA community, until they burnout and/or become disillusioned, making it difficult to sustain progress.</p>	<p>OSA faculty received skilled coaching and support (individual and/or group) to support their own mental health and well-being. OSA faculty will have annual reviews of their professional development goals with clearly articulated signs of success and benchmarks for progress toward those goals. OSA Faculty participate in training that enhances professional growth.</p>	<p>OSA faculty received skilled coaching(individual and/or group) to support their own mental health and well-being. OSA faculty will have semi-annual reviews of their professional development goals with clearly articulated signs of success and benchmarks for progress toward those goals. OSA Faculty participate in training that enhances professional growth. OSA faculty work collaboratively including across disciplines to support the professional development of their colleagues. OSA faculty are supported in the transfer of learning in their PD opportunities by discussion lessons learned in small group or individual settings. Faculty will have ample opportunities to reflect on the impact of their growth in their own performance and their performance of their students. OSA will have alliances with other community organizations to provide training and other PD for OSA faculty.</p> <p>Faculty/staff engage in multiple small group PD throughout the year. The responsibility for student support is shared among all members of the team and faculty/staff regularly request and receive mutual support. Each faculty and staff members receives a 1-1 review with a member of the Leadership team each year to review performance goals and set new goals.</p>

Useful Resources:

[What is a rubric?](#)

[Example Rating Scales](#)

Examples of Equity Rubrics

- [Mid-Atlantic Equity Consortium \(MAEC\) Equity Audit \(2021\)](#)
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*When will you meet in subcommittees? Fill out [here](#)

[Notes for David & Kala](#)

Staff Recruitment & Hiring

	Envisioning	Emerging	Developing	Meeting	Innovating
Criteria 1: Recruitment: Diverse representation of new/incoming staff	<ul style="list-style-type: none"> - Expresses desire to have diverse representation, but have not yet taken active steps 	<ul style="list-style-type: none"> - School makes a pointed effort without a concrete strategy to recruit diverse staff across different aspects of identity - Limited view/ definition of diversity when looking at candidates - Encourage current staff to recommend qualified candidates (word of mouth) 	<ul style="list-style-type: none"> - School has a limited strategy in mind to recruit more diverse/ overlooked applicants - Applicants are diverse but hirees are not - Outreach and hiring preference to internal candidates who currently have credentials to teach 	<ul style="list-style-type: none"> - School has created and implemented the proposed recruitment program - Demographics of applicants and hirees are diverse - Applicants and hirees are both diverse - Outreach and hiring preference to internal candidates who currently have credentials to teach. Provide non-credentialed staff with outside resources to attain credentials 	<ul style="list-style-type: none"> - Demographics of applicants and hirees reflect the historical demographics of Oakland - Applicants and hirees are diverse in all aspects of identity (including religion, criminal background, sexuality, disability, etc) - Outreach and hiring preference to internal candidates who currently have credentials to teach. - Supporting non-credentialed staff with outside resources to attain credentials
Criteria 2: Recruitment: Outreach	<ul style="list-style-type: none"> - No OSA presence at recruitment events - Outreach limited to online job posting on universal sites like EdJoin - Less than 60% of OSA employees that they would encourage a friend or loved one to work at OSA - There are no ambassadors of OSA 	<ul style="list-style-type: none"> - Staff utilized for recruitment and outreach - Intermittent presence at recruitment events - Tokenism in OSA marketing materials - Online job postings on sites dedicated to specific demographics around race, gender, and language - 60% of OSA employees state that they would encourage a friend or loved one to work at OSA - Staff members serve as ambassadors of OSA 	<ul style="list-style-type: none"> - Staff and students utilized for recruitment and outreach - Consistent OSA presence at recruitment events - Multiple strategies for outreach and recruitment dedicated to specific demographics around race, gender, and language - 70% of OSA employees state that they would encourage a friend or loved one to work at OSA - Ambassadors of the school include staff members; student and family input is taken into consideration during recruitment - Authentic representation in OSA marketing materials - Outreach to traditional or alternative teacher prep programs 	<ul style="list-style-type: none"> - Staff, students, and families utilized for recruitment and outreach - 80% of OSA employees state that they would encourage a friend or loved one to work at OSA - Ambassadors of the school include faculty, families and students - Ongoing partnership with traditional or alternative teacher prep program that produces diverse, well qualified candidates 	<ul style="list-style-type: none"> - Hosting in-person and virtual job fairs - Ambassadors of the school include faculty, families and students of many diverse backgrounds - Financial compensation for school ambassadors - Ongoing partnership with traditional or alternative teacher prep program that produces diverse, well qualified candidates

<p>Criteria 3: Clear and fair qualifications</p>	<ul style="list-style-type: none"> - Job posting is unclear/ vague about duties and qualifications 	<ul style="list-style-type: none"> - Qualifications and duties are not aligned - Qualifications and duties are listed but lack in-depth overview of how they will be carried out in-person 	<ul style="list-style-type: none"> - Qualifications and duties are aligned, but qualifications may lead to discrimination based on disability or background - Qualifications and in-depth overview are present, but lack flexibility re: skills and experience if applicant does not meet all qualifications 	<ul style="list-style-type: none"> - Flexibility in application and selection process to highlight strengths and eliminate implicit biases - Qualifications posted in job postings match the role/requirements of the job - Compensation related to higher education and work experience 	<ul style="list-style-type: none"> - Opportunities/pathways to allow uncredentialed teachers to obtain their credential - Formal opportunities for upward mobility and pay increases of individuals based on performance
<p>Criteria 4: Application Accessibility</p>	<ul style="list-style-type: none"> - Only one access point (e.g, a single website) for the application 	<ul style="list-style-type: none"> - Application comes in many forms and can be accessed multiple ways (school website, EdJoin, SchoolSpring, etc) - Application is available in several languages 	<ul style="list-style-type: none"> - Application is technologically-accessible for all applicants regardless of disability - Speech to text, text to speech, 	<ul style="list-style-type: none"> - Explicitly encouraging diverse candidates to apply, and stating the intent behind it - Assessing all qualifications and experiences to evaluate the whole applicant and find the best person for the job 	<ul style="list-style-type: none"> - Welcoming applicants into a supportive community - Application process is more fluid as a whole - "Invitation to the community"
<p>Criteria 5: Interview Process</p>	<ul style="list-style-type: none"> - No consistent hiring committee - Applicants are surprised with a performance task for which they will be evaluated 	<ul style="list-style-type: none"> - Hiring committee consists of supervisor, school leader(s) - Performance task that is evaluated without rubric and based on informal conversation - Applicants are told they will run a lesson, but are not given enough time or information necessary to determine criteria for that lesson 	<ul style="list-style-type: none"> - Hiring committee consists of many members of school staff regardless of positional hierarchy - Performance task with evaluative rubric and formal conversation - Applicants are not given enough advanced notice to prepare a lesson 	<ul style="list-style-type: none"> - Hiring committee is reflective of the OSA community including academic and arts teachers, students, non-teaching staff, admin - Performance task with equitable evaluative rubric, free of implicit bias - Applicants notified of content they are demonstrating ahead of time 	<ul style="list-style-type: none"> - Hiring committee is racially and positionally diverse - All members of hiring committee receive yearly implicit bias training - Flexibility in how interviews are held (accommodations of transport and tech access) - Feedback provided on performance tasks/model lessons, and applicant given opportunity to rework it
<p>Criteria 6: Onboarding</p>	<ul style="list-style-type: none"> - Pre-recorded onboarding which includes benefits, compensation, COSATS membership, staff policies and handbook 	<ul style="list-style-type: none"> - In-person onboarding by HR rep including benefits, compensation, COSATS membership, staff policies and handbook. 	<ul style="list-style-type: none"> - Onboarding includes OSA 101 - Organizational structure (who's who and where do you go when you need support) - Building tour - History of OSA - General operations - New staff meet and greet 	<ul style="list-style-type: none"> - In addition to general onboarding, 1-on-1 session with HR to discuss contractual agreements, questions, concerns - Mentorship program for new teachers/staff - Physical tour of school campus paired with history of school for context 	<ul style="list-style-type: none"> - Mentorship program in which mentors are financially compensated and provided training

*when we say diverse background, we mean in every sense– racially, socioeconomically, family structure, religion, ability, language et al

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