

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Oakland School for the Arts

CDS Code:

01 61259 3030772

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Oakland School for the Arts identifies strategies as they relate to our school, students, and current climate needs. Our process team consists of our Principal, Executive Director, Student Services Team, Academic Department Chairs and Arts Department Chairs. Input from parents and students is also taken into consideration. Key stakeholders identify services needed and the corresponding financial obligations. We ensure alignment with LCAP goals as well as budgetary restrictions. Our LCAP is directly aligned with our Strategic Plan, in order to ensure consistency in planning, goals, and outcomes.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Recurring strategy meetings take place to determine how to best implement priorities and ensure strategies (above) align with federal funds. We take the applicable funds from Federal grants and ensure funds are used toward grant requirements and their identified purpose.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Oakland School for the Arts engages in significant outreach to our local Title 1 schools. As a charter school, we accept students from all over the state, yet we do maintain a commitment to our authorizing entity Oakland Unified School District that 2/3 of our students reside in Oakland. To ensure equity among the economically disadvantaged youth of Oakland, we provide a free after-school arts training program called Step It Up. This free 15 week program is open to 4th and 5th grade Oakland residents of Title 1 schools and provides in-depth targeted arts training in the OSA art discipline of the student's choice. Beside the immediate benefit to the student, of engaging in a warm and welcoming artistic environment, this provides the child with preferences in our audition and lottery process. By leveling the playing field for students who may not otherwise have access to private lessons, this helps the student to present themselves and their artistic potential in the best light at auditions. The student becomes familiar with the OSA teaching staff for their desired art field, and becomes conversant with the OSA culture and artistic standards. Additionally these students are given a preferential audition time and have a point added to their overall audition score for being a participant who completes the program, as well as a preference point added for being an Oakland resident. We believe strongly in supporting the local underserved children of Oakland whom it is our mandate and privilege to serve.

Our attendance criteria is also met under the terms of SB740. Oakland School for the Arts gives a preference in admissions to pupils who are currently enrolled in the local elementary school that OSA is relying on to meet the Charter School Facility Grant Program Free and Reduced Priced Meal requirement, and to pupils who reside in the elementary school attendance area where the charter school site is located.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supporting the needs of our low-income and minority students is of paramount importance to us. Our low-income students SBAC scores grew in both ELA and Math from 2018 to 2019, with a notable 18 point gain in Math. Our Hispanic students also gained in both Math and ELA on the most recent SBACs, bringing those scores in relatively close alignment with our All-School scores. Our African-American students, while having an upward trajectory on SBAC scores, are still out of alignment with our All-School scores and continue to be a high priority for our school. We believe that these score increases indicate how seriously we take the needs of these traditionally underserved students, and reflect the high classroom engagement of our committed teachers as well as our specialized Literacy Support classes and Math improvement classes. We specifically monitored and targeted Lexile levels of our most challenged readers as identified through Below Basic Reading levels on SRI (Skills Reading Inventory) assessment. This was administered four times throughout the school year in a targeted reading improvement literacy course and students saw marked improvement. As we are a small school with approximately 105 students per grade as of the 2018-19 school year, we also have a small teaching staff all of whom are teaching in their credentialed area, supported by weekly PD, and experienced in classroom management and current teaching techniques.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and family engagement is an ongoing area of focus for us. Historically we have held monthly meetings of our entire parent body under the auspices of our APT (Alliance of Parents and Teachers) which is free to join and open to all. We also hold monthly breakout parent meetings by art focus area - for scheduling ease for our families we hold the general APT meeting first and then break out into smaller art emphasis groups. We also hold periodic Coffee With the Executive Director meetings in the morning for those families who are unable to attend the evening meetings. In conjunction with this we have weekly email blasts to update families on news and events, and diligently maintain our website to ensure timely access to information. Our parents and families have expressed a desire a higher level of engagement in specific areas, so our plans for the coming year include increased meetings around our budget and budgeting process, and our fundraising efforts and planning. We have invested in translation software for our written and text communications, to ensure equitable access to all families regardless of English proficiency. We have made a concentrated effort to engage students and parents of color.

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

OSA does not currently have any students living in local institutions for neglected or delinquent children.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

OSA has implemented numerous strategies to facilitate effective transitions, both for our middle school students rising to high school and for our high school students to transition to college or career. Our middle school students are closely monitored, using SRI and Lexile testing and score evaluation, as well as having their social/emotional needs supported through our onsite mental health supports. As we accept students from a wide variety of backgrounds and needs, we also offer literacy support classes and math interventions. We see a great deal of value in housing both middle school and high school in the same building, as this supports education continuity as well as the college-going mindset of our high school students, which has an extremely positive influence on our middle school students.

Our high school students have access to dual and concurrent enrollment opportunities through OSA's formal agreements with Peralta Community College (per RESOLUTION 2019 - 001 Resolution Regarding Access To School Grounds For High School Special Admit Class Purposes on our website). College instructors taught a Statistics course on OSA campus last year, to ensure ease of access to all students, and we have revamped our school-wide class schedule to include two block days in order to further develop this program. Additionally, we have 11 CTE certified instructors who are preparing our students for success in their artistic focus area and for job/career entry via internships and specialized instruction, some of which have been recognized by the CDE.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Oakland School for the Arts provides a full week of professional development prior to the start of each school year. This serves as an induction for new teachers and a refresher on updated policies and procedures for returning teachers and staff. Additionally, OSA holds weekly PD sessions on our minimum day. This is structured in a variety of ways, including grade level meetings, department level meetings, and cross-sectional breakout meetings. There are additional meetings throughout the week for teachers to learn from each other and share best practices.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

OSA prioritizes funds spent on low-income and foster youth, with our highest percentage of children counted as low income. At a basic level, we provide lunch to all students regardless of their ability to pay and cover all fees for school activity expenses for those who are unable to pay.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OSA utilizes surveys after each teacher PD session, as well as an overall teacher survey to ensure areas of interest and need are covered in our PD schedule. Future agendas and guest speakers are scheduled based on this teacher input, which also fosters feelings of engagement. This year we participated in Linked Learning and CTE Regional Conferences for local leaders.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to OSA

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Oakland School for the Arts believes in a well-rounded education. Over the past year we have used funds to invest in access and maintenance of technology to ensure our young artists are emerging as technologically savvy young adults upon graduation, regardless of family level of access. Our STEAM lab, while still in its early stages, is gaining materials and momentum. Our redesigned daily school schedule will support greater implementation of the lab, as students will have block day periods in which to delve deeper and complete lab work as well as enroll in college courses taught on campus. We also utilize our funding to offer comprehensive arts training to all students for a significant portion of each day, in one of eight specific arts tracks (Dance, Fashion Design, Instrumental Music, Literary Arts, Production Design, Theater, Visual Arts (which includes a Digital Media component) and Vocal Music. As part of each student's artistic training, they are regularly working with industry partners and working artist faculty. Industry feedback and insights are an integral part of their daily classroom experience. These interactions will increase with the continued development of our Linked Learning pathways.