

LEA:Oakland School for the Arts LCAP Year: 2015-2016

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### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

**B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p><b>Two formal meetings held with stakeholders Feb/March</b>  <b>Input received throughout the year through parent groups, email requests for input, other strategic planning meetings, school leadership and faculty sessions</b></p>	<p><b>Input used for goal planning and alignment with WASC goals; new issues emerged and were explored; expenditures adjusted to meet priorities</b></p>
<p><b>Annual Update: June 2015</b></p>	<p><b>Annual Update: June 2015</b></p>

## **Section 2: Goals, Actions, Expenditures, and Progress Indicators**

### **Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. To increase collaboration around the school to support student achievement, a cohesive school culture and an environment of in-depth study and creative process and output.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	OSA is an ambitious, risk-taking place. In that type of environment, alignment and collaborative structures are needed to ensure that students have a consistent and aligned experience.		
Goal Applies to:	Schools:	Applicable Pupil Subgroups: ALL	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Smarter Balanced 2016 test scores will be at the level of CST scores: an 8/4 school (API was 837); Attendance will be 95% or above; Teacher surveys will report that 75% or more are fulfilled by Monday PD time; Parent and Student Surveys will show a 67% satisfaction rate with academic and arts programs.		
<p>1. OSA faculty and staff will collaborate on building math achievement at the school. CPM curriculum will be implemented at all levels.</p> <p>2. OSA will achieve greater collaboration internally. The three schools+will become more cohesive. This will stimulate:</p> <p>a. joint projects across grade levels and subject areas</p> <p>b. arts/academic events/curriculum</p> <p>c. school-wide academic alignment</p>		<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)____</p> <hr/>	<p>\$2000 in departmental PD and in-kind services; materials expenditures done in 13-14.</p> <p>PD Time = 2 hours weekly</p> <p>Departments receive \$1000 in PD funds to spend as they see fit within set priorities as defined here.</p>

<p>3. OSA will form deeper and more comprehensive relationships with the East Bay Community.</p> <p>4. OSA academic staff will explore the opportunities to enter academic competitions, i.e. Mock Trial, Academic Decathlon, EAA Bridge Building, Math Olympics, Model U.N. and Speech and Debate meets, as well as develop a senior thesis model that will involve grant-writing and project design.</p>		<p><u>X</u> ALL</p>	<p>Continued involvement with arts providers, local institutions, other schools, professional venues. Minimal cost.</p> <p>Faculty salaries will be utilized to free up periods for teacher involvement in these projects. Entry fees and project costs will also be incurred: total cost \$50,000.</p>
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<b>GOAL:</b>	2. To provide specialized services for our different sub-groups including ethnic groups, disability status to encompass academic and mental health needs, GATE students and low socioeconomic status students.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** OSA serves many different students in many different ways, and the need has become apparent that we need to diversify our services and target different groups with the most effective strategies.

**Goal Applies to:** Schools: \_\_\_\_\_  
 Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:** Attendance to remain above 90% for IEP and all significant subgroup students; GATE students report 75% satisfaction rate with academic and arts programs; IEP students remain on track to graduate; OSA will establish a baseline Smarter Balanced score that will be used to close any achievement gap that emerges from the new testing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. OSA will support students in math achievement with an after-school program, a middle school math lab and new CPM math curriculum. Annual family math nights will be held. Math teachers will receive in-depth professional development and training.	ALL	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____ _____	\$2000 in departmental PD and in-kind services; materials expenditures done in 13-14.

<p>2. OSA will develop a comprehensive plan to address the socio-emotional needs of its students.</p>		<p><u><b>X</b></u> <b>ALL</b></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)____</p> <hr/>	<p>Support Services Team -- salary expenditures: \$237,000</p>
<p>3. OSA will develop a data study plan that supports the Common Core curriculum and demonstrated student need. A process for reporting data will be developed.</p> <p>4. OSA will reduce the achievement gap between groups that represent: ethnicity, disability status, subject area, economic status.</p> <p>5. OSA will explore the creation of an advisory system that would provide extended support for students.</p> <p>6. A credit recovery system will be put into place to ensure high school students are on track to graduate.</p>		<p><u><b>X</b></u> <b>ALL</b></p> <hr/> <hr/> <hr/>	<p>Support Services Director charged with data study plan development; funds in technology budget will support any needed items.</p> <p>Select groupings for academic support will be created; time in the school day used to assist students; expenditures subsumed within salaries as above.</p> <p>Dean and Principals will pilot advisement program to gauge effectiveness NO COST</p> <p>Credit Recovery Coordinator will monitor progress of students using various means to make up credits and will report results to other team members and families to provide maximum support for students. Cost: Cyber High \$5000 annually; salary included above.</p>

GOAL:	3. OSA will convene a strategic planning team and complete a strategic plan to encompass academic needs, physical and emotional well-being of staff and students, facility requirements and/or expansion, artistic goals and programs, and the school's place in the larger community.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____	
Identified Need :	OSA occupies a unique place in the landscape of Oakland, and in order to maximize our ability to positively influence the community, we wish to undergo a comprehensive review of the school with an eye toward future planning and obtaining the resources necessary to reach our enormous potential.		
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Identify current funding shortfalls and identify resources to fill those gaps;		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. OSA will convene its Strategic Planning Team to address issues such as: a. the future growth of the school b. technology and c. facility needs through a comprehensive strategic plan.	ALL	<u><b>X ALL</b></u>  OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)____ _____ —	Pro bono services; administrative time; possible extended hours from staff to complete project: 100 hours at \$50 per jour = \$5000

<p>2. A range of new technologies will be suggested as part of the Strategic Plan: Chrome Books, Smart Boards, Document Cameras, On-Line Subscriptions.</p>		<p><u>X</u> ALL</p>	<p>Chrome Books to reach 1:1 ratio: \$175,000  Network Upgrades = \$  Smart Boards, \$200 each, pilot 3 = \$6,000  Document Cameras for each teacher = \$3000  On-Line Subscriptions</p>
<p>3. Continued emphasis on recruitment for ethnic and socioeconomic diversity. OSA will develop after-school programs and arts training to ensure students are ready for enrollment.</p> <p>4. OSA will continue transition to the Common Core curriculum through professional development and instructional leadership.</p> <p>5. Possibly obtain new space through community contacts and other property connections. Utilize new space to create performance space, a Wellness Center, a music wing and a Library.</p> <p>6. OSA will expand its summer programs in the arts programs for which interest is expressed. This will also help in recruitment.</p> <p>7. OSA will enrich its development capabilities and become the steward of all donors, including the donors previously handled by a consultant. The following steps will be taken to ensure this is implemented effectively:  b. Examine staffing to ensure we have the needed capacity to perform the functions..</p>		<p><u>X</u> ALL</p>	<p>Recruitment/Diversity Coordinator = \$15,000</p> <p>Department Heads will lead a PD effort along with school principals. Total PD budget: \$15,000</p> <p>Unknown costs  Would include additional staff, long-term lease</p> <p>This is a revenue generator as well as a a recruitment tool. Expected income: Theater \$5,000; Vocal \$2,000; Visual \$1500; Dance \$4000. School collects rent of \$3000 from departments.</p> <p>Development receives a \$20,000 annual event budget.</p>

- c. Develop timelines and calendars.
- d. Design strategy for donor contacts.
- e. Identify new donors.
- f. Create gala event and a separate alumni event.
- g. Stewardship and follow up plans should include E.D., Board, Development, alumni.

