



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakland School for the Arts

CDS Code: 01 61259 3030772

School Year: 2025-26

LEA contact information:

Mike Oz

Executive Director

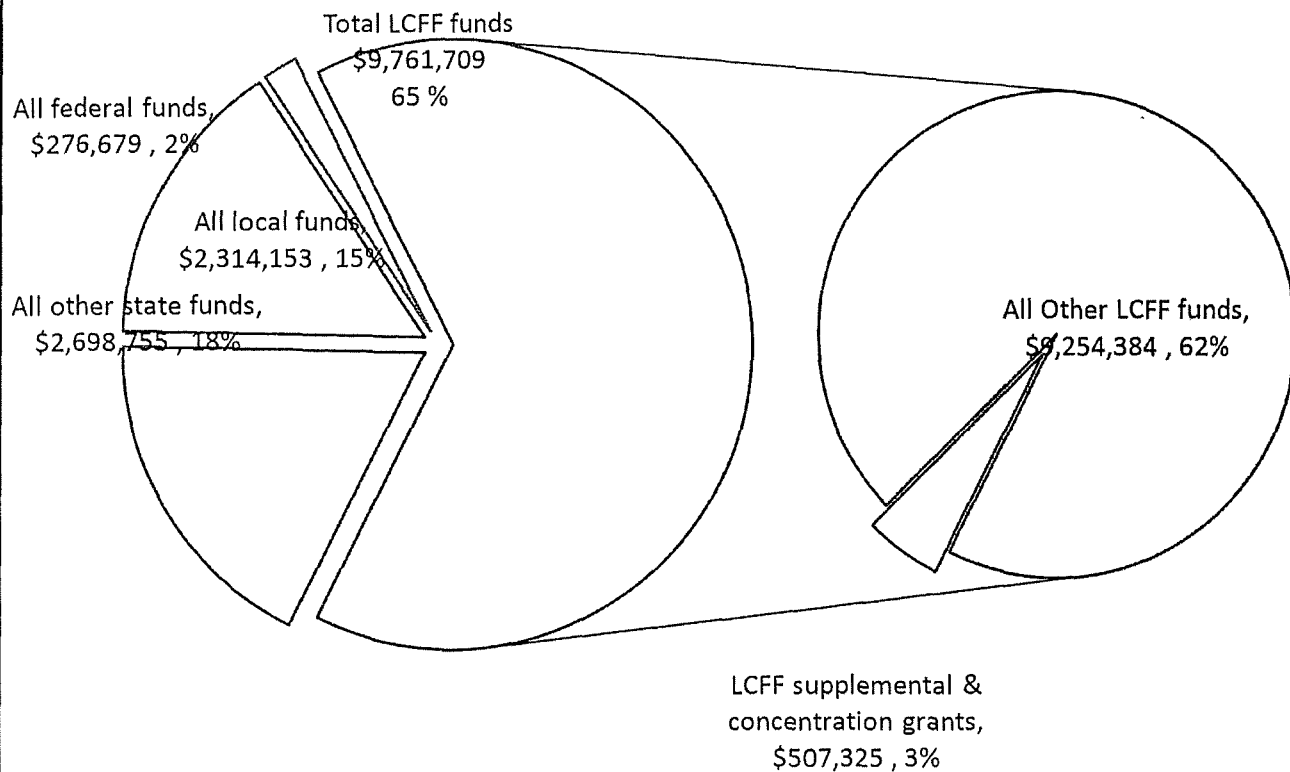
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510--873--8800

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

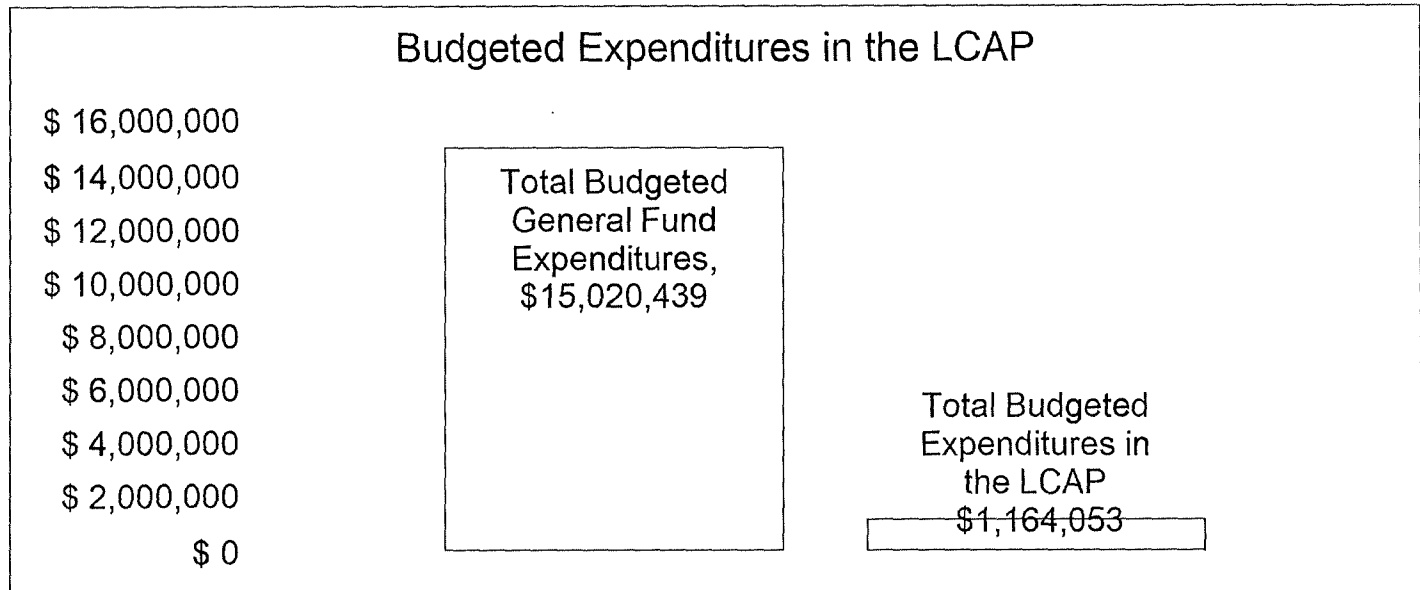


This chart shows the total general purpose revenue Oakland School for the Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland School for the Arts is \$15,051,296, of which \$9,761,709 is Local Control Funding Formula (LCFF), \$2,698,755 is other state funds, \$2,314,153 is local funds, and \$276,679 is federal funds. Of the \$9,761,709 in LCFF Funds, \$507,325 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oakland School for the Arts plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

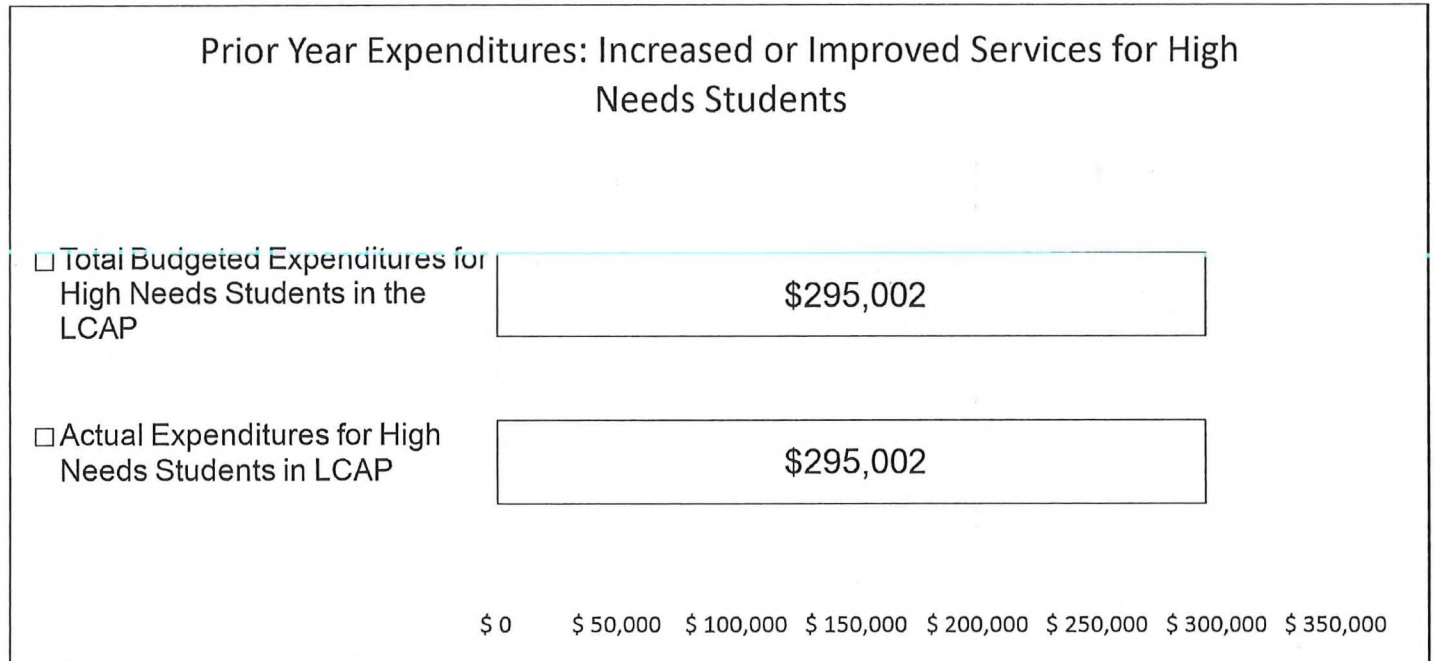
The text description of the above chart is as follows: Oakland School for the Arts plans to spend \$15,020,439 for the 2025-26 school year. Of that amount, \$1,164,053 is tied to actions/services in the LCAP and \$13,856,386 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Oakland School for the Arts is projecting it will receive \$507,325 based on the enrollment of foster youth, English learner, and low-income students. Oakland School for the Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland School for the Arts plans to spend \$351,418 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Oakland School for the Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland School for the Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Oakland School for the Arts's LCAP budgeted \$295,002 for planned actions to increase or improve services for high needs students. Oakland School for the Arts actually spent \$295,002 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Oakland School for the Arts offers each of our 800 students a college preparatory academic program integrated with an industry-aligned specialized art program in one of 10 pathways. OSA is a tuition-free public arts school that enrolls students through a lottery process that prioritizes enrollment for students coming from schools with a high percentage of socio-economically challenged families. OSA enables graduates to bring the essential value of the arts into the career path of their choosing and students will be prepared to use their creativity in a wide range of fields. Students graduate as creative, critical thinkers and community contributors. Graduates are prepared to excel in any field at the college or professional level, including specialized art schools. OSA was originally founded in 2002 by then Mayor, Jerry Brown, and has since expanded enrollment from 60 to 800 students. We have moved through a number of school sites prior to settling into our current home in the building that houses the historic Fox Theater in 2009.

Mission: Prepare graduates for success in their chosen field through inclusive and innovative arts education, inspiring a diverse student body to shape the world with their unique and powerful voices.

Vision Statement: To give the world generations of innovative problem-solvers, creative thinkers, authentic leaders, and ground-breaking artists, all of whom contribute to the local and global communities, demonstrating the essential value of the arts in all that they do.

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The CA Dashboard Data from 2024 shows that OSA has met ELA academic standards, with all students averaging 28.2 points above the standard. Students with disabilities scored on average 98.2 points below the ELA standard. Increasing achievement in this subgroup is one of our LCAP Goals for the current cycle that began in 2024. All OSA students are not meeting Math academic standards, with all students averaging 54.8 points below the standard. Every subgroup is below standard and experienced declines from the previous year, according to SBAC data. African American Students, Students with Disabilities, and Socioeconomically Disadvantaged Students were all in the red category for Math on the CA Dashboard.

OSA has generally good outcomes for College and Career preparedness among graduates. 65.3% of our graduates were prepared, 20 points higher than the state average. Preparedness among the following groups increased in 2024: African American, Socioeconomically Disadvantaged, and Students with Disabilities, with other groups maintaining the same rate. Graduation rates at OSA are higher than the state average for: African American students (+9.8%), Socioeconomically Disadvantaged students (+6.9%), and Students with Disabilities (+17.9%).

Chronic absenteeism continues to be low for all subgroups, 18% lower than the state average. The suspension rate increased by .6% in 2024 and is slightly higher than the state average (+.6%). OSA had a zero tolerance policy for minor physical altercations which led to the increase in suspensions in 2024.

Two of our goals were created to address disparities in achievement levels among Students with Disabilities and African American students and will be discussed in more detail in those sections.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Operational Leadership Team	Quarterly meetings
Teachers	Staff meetings
Parents	Monthly PTSA meetings and administrator office hours
Students	Universal course feedback surveys and school wide culture surveys
OSA Board Meetings	Public meetings in May and June for the 2024-25 LCAP included opportunities for feedback from all stakeholders.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

<p>Operational Leadership Team All of our LCAP goals are embedded in our strategic plan, ensuring careful monitoring by the leadership team throughout the year. Quarterly, the operational leadership team reviews data on metrics embedded in our strategic plan and engages in problem-solving and innovative thinking to further our progress on our goals.</p> <p>Teachers Multiple meetings per year are devoted to monitoring our LCAP goals and teachers have affirmed our current goals. Our teachers review student progress by subgroups in quarterly meetings, looking for overall trends and developing common strategies to increase achievement per our LCAP goals. Related to our goal of increasing achievement among students with disabilities, we collaborated with Special Education case managers to develop 3 PD sessions to build teacher capacity to develop more appropriate accommodations for students. In addition, we instituted regular office hours with case managers to review individual student progress and ensure our students are getting the necessary support.</p> <p>Parents</p>

Parents were engaged through monthly PTSA meetings and quarterly education nights focused on student wellness. Our adoption of a new technology policy in service of student wellness (Goal #2) and achievement (Goal #1) was presented at a parent town hall and received overwhelming support. The accessibility of our teachers and administrators to parents of students with IEPs also resulted in qualitative data regarding our methods to support students with disabilities and will result in significant changes in our Special Education supports for next year in alignment with Goal #3.

Students

Students were engaged through universal course feedback surveys and the annual culture survey that provide teachers and administrators data on how effective and inclusive our teaching strategies and curriculum are. Student feedback will impact our methods of increasing student achievement and improving student behavior through the implementation of common instructional practices across all OSA learning spaces, supporting all four of our LCAP goals.

Overall, input from educational partners has played a crucial role in shaping various aspects of OSA's LCAP, ensuring that the plan reflects collaborative efforts to improve student outcomes in the areas of academic achievement, attendance, behavior, wellness, and diversity and inclusion.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement as measured by an increase in A-G completion and CTE Pathway completion.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was established to ensure that A-G requirements are met by as many of OSA's graduates as possible and to improve the rate of CTE completion upon graduation. The close monitoring of this goal will provide us with the information needed to effectively implement early intervention strategies on the A-G completion progress, as well as an ongoing detailed analysis of A-G completion rates by student demographic. We will be spending particular attention on the A-G completion progress of students with disabilities as they are disproportionately underperforming all other demographics. Also important for College and Career Readiness is Career Technical Education and is a focus of our student achievement as a Certified Linked Learning School. All of our students participate in extensive Arts education and this goal will help us align CTE certification requirements with the courses of study already in place through our DVM and Performing Arts pathways.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of students meeting A-G requirements	69.1%	74%		85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Number of students completing a CTE Pathway	60.9%	68.8%		75%	
1.3	College and Career Indicator	67.3%	65.3%		90%	
1.4	% Students with Disabilities completing A-G requirements	27.3%	60%		50%	
1.5	Increase math CAASPP scores	n/a	average 54.8 points below standard		average 20 points above standard	
1.6	Benchmark Assessments: Math, Reading, Science	n/a	61% of students grades 6-11 completed Fall benchmark, 42% completed Spring benchmark		90% of students grades 6-11 will complete both Fall and Spring benchmark assessments	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

A-G eligibility for all students is a focus of our resources. Academic counselors collaborate with administrators to monitor students who are in danger of losing eligibility and convene students support meetings with families and teachers to create a recovery plan that includes online classes, attending weekly academic support classes, and dual enrollment at Peralta community colleges.

All of our students participate in CTE classes in the Arts, Media, and Entertainment Pathways which means that most of our students should be CTE completers. One factor that has depressed our completer rate has been our master schedule that includes arts classes that are not

A-G approved and excessive amounts of smaller sections that make it difficult for our students to earn the required instructional minutes in certain pathways. This year, the principal and head academic counselor revised the master schedule for arts classes to restrict the scheduling of classes that are not A-G approved and that do not fit clearly into a sequenced CTE framework.

We increased the number of dual enrollment options in the Arts in 24-25, adding Fashion and Theatre classes that were taught for college credit on the OSA campus and we expect to see an increase in our College and Career indicator as a result for next year.

Overall, we are pleased to see a general increase in our progress towards meeting the metrics of this goal.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We were not able to hire a dedicated high school assistant principal in the 24-25 school year so those funds were not allocated. We have filled the position for 25-26.

Goal 1.5 was added because of a decline in our average math scores as measured by CAASPP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi-Tiered System of Support (MTSS)	Provide teachers training and support on early academic interventions, implementation, and progress monitoring.	\$59,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	College and Career Counseling	Create 5 year plans (HS + PS) with HS 9th graders that are regularly monitored and revised.	\$92,616.00	No
1.3	Academic Support Classes	Academic counselors will regularly monitor student grades within the two pathways. Students who are not on target to meet A-G or pass classes will be enrolled in academic support classes on a quarterly basis to provide intervention.	\$58,656.00	Yes
1.4	Dedicated HS Assistant Principal	Focused support for teachers and students to increase A-G completion	\$74,534.00	No
1.5	Aligned Math Curriculum	Adopt a vertically aligned math curriculum, grades 6-12 and train staff	\$27,431.00	No
1.6	Granular Benchmark Assessments: Math, Reading, Science	NWEA MAP Growth testing platform and training	\$25,000.00	No Yes
1.7	Highly Qualified Teachers	Recruit and retain highly qualified and effective teachers to implement appropriate instructional supports for ALL students, including students with disabilities and English Learners.	\$305,958.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student engagement and wellness through behavioral interventions, social emotional support, high expectations for behavior, and improved attendance.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We have seen an increase in the suspension rate with a disproportionate number of African American students suspended. This goal is intended to create conditions for stronger student outcomes and accessibility for all students. A recent rise in behavioral concerns is a symptom of greater disengagement that we feel will be improved through better developed social-emotional supports and early indicator metrics. Improved student behavior and attendance will not only benefit the students exhibiting such behaviors, but will improve the classroom conditions to support all students' success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ADA	93%	93%		96%	
2.2	Overall suspension rate	3.8%	2.4%		2%	
2.3	Student Satisfaction as measured by culture survey	77.76%	82.85%		85%	
2.4	High School Graduation	97%	97%		2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Discipline Data, measured by number of incidents involving sexual harassment or assault	n/a	3		0	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

OSA hired 1 Campus Culture Keeper for HS and 1 for MS to monitor student behavior in public spaces and in classrooms. CCK's were trained in restorative practices and were able to build relationships with students to encourage on-time attendance, reduce truancy, support students to advocate for themselves with both adults and other students, and have restorative conversations when conflict arose. The number of suspensions decreased from 45 in 2023-24 to 20 in 2025-26, largely due to our restorative approach to student discipline. In addition, having a dedicated Assistant Principal of Middle School has improved supervision and support of classroom management and culturally responsive teacher practices, which supports improved student behavior and engagement.

Our attendance monitoring systems were not as robust as we had planned and were affected by a lack of a dedicated HS Assistant Principal. However, our attendance rate was maintained.

Among the high school population, the number of students suspended this year decreased, from 45 in 2024 to 20 in 2025, showing the results of a shift to a restorative discipline approach.

Our high graduation rate was maintained and we will continue to strive to improve systems to ensure all of our senior class is able to earn a diploma.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development Focused on Culturally Responsive Teaching and Tier 1/2 Support	PD time devoted to the study of culturally responsive pedagogy with the explicit goal of improving Tier 1 and Tier 2 interventions for disengaged, dependent learners.	\$151,927.00	Yes
2.2	Attendance Intervention	Regular attendance monitoring and increased SART capacity with supports to alleviate barriers to attendance.	\$77,053.00	No
2.3	Staff Training on Restorative Practices and De-escalation	In order to reduce suspensions, provide restorative interventions that will change behavior and improve culture.	\$90,432.00	No
2.4	Student Wellness Center	Provide increased social emotional support for students.	\$166,147.00	Yes
2.5	Healthy Relationship Training	Adoption of a consent-based curriculum for students in grades 6-8	\$3,300.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase academic achievement among Students with Disabilities.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Though student outcomes school wide are very strong at OSA, analysis by demographic exposes opportunity gaps that need to be addressed. Close analysis of a variety of performance metrics exposes that students with disabilities are being outperformed by their peers in most areas. We acknowledge that we have other student population groups needing support, strategic attention to this will minimize these opportunity gaps. Focusing on supporting students with disabilities we believe will lead to inclusive practices, resource allocation improvements, and enhanced teacher training, benefiting the entire student body and thus leading to improved student outcomes for all of our student populations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students scoring proficient and advanced on the SRI	77%	N/A		85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	% of students scoring proficient and advanced on the ELA MAP Growth assessment	To be determined May 2025				
3.3	% of students scoring proficient and advanced on the Math MAP Growth assessment	To be determined May 2025				
3.4	Math Proficiency Growth of Students with disabilities (CAASPP)	150 pts below standard.	To be determined		45 pt or better Growth	
3.5	English Language Arts Proficiency Growth of Students with disabilities (CAASPP)	93.9 pts below standard.	To be determined		30 pt or better Growth	
3.6	Suspension Rate for Students with Disabilities	6.3%	3.8%		2%	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our ability to make systematic improvements towards this goal was inhibited this year due to extreme staffing shortages in the Special Education Dept. including the long-term leave of our Director of Special Education. While we do not have the data available from our year end assessments available yet, we do not anticipate significant progress in achievement among students with disabilities. In 2024-25, we convened 8 meetings between Special Education teachers, General Education teachers, and Instructional Leadership to analyze the

challenges and collaboratively design systems and develop strategies that will be implemented next year. One example is for Education Specialists to push-in and co-teach during general class time instead of leaning on pull-out support for students performing below grade level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric 3.1 was changed from "SRI" to "ELA MAP Growth" because we adopted a new ELA assessment tool.
3.2 "% of students scoring proficient and advanced on the ELA MAP Growth assessment" was added.
There was a metric removed: "# of referrals for initial assessment for Special Education" because it is not an effective metric to measure teacher effectiveness in supporting students who have already been assessed and identified to have disabilities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Specialized Reading and Math Intervention Support	Focused, intensive support for students who are below grade level in reading and math.	\$204,000.00	Yes
3.2	Increase Specialized training for Ed Specialists	Education Specialists training in Reading and Math intervention.	\$60,723.00	No
3.3	Behavioral Support for Students with IEPs	Hiring of an additional Mental Health Clinician focused on supporting students with IEPs and behavioral needs.	\$100,875.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The faculty, staff, and administration will embed culturally responsive practices within the organization, thereby promoting equity, inclusivity, and strengthening a sense of identity throughout the school.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

We have determined that this goal is the most important for maintenance of progress because all elements of the student experience and student success are impacted by the success of our culturally responsive practices. We have made significant progress in the last two years and want to be intentional in this ongoing work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Students report an environment of equity and inclusion via the Student Culture Survey.	78.97% agreed or strongly agreed that OSA is an accepting and inclusive environment for students. 67.13% of students agreed or strongly	89.43% agreed or strongly agreed that OSA is an accepting and inclusive environment for students.		Annual survey for members of affinity groups to measure inclusivity and of members of that group at OSA, with 90% of surveyed students responding	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		agreed that affinity groups on campus have positively impacted their school experience.	64.27% of students agreed or strongly agreed that affinity groups on campus have positively impacted their school experience.		positively.	
4.3	OSA Core Rubric demonstrates the cultural responsive professional development is supportive in them creating a culturally responsive classroom.	Baseline will be established at the beginning of the 24-25 school year.	87% of teachers evaluated scored 3 or 4 on the Culture of Learning Strand of the OSA Core Rubric		90% of teachers evaluated between 2024-2027 score 3 or 4 on the Culture of Learning Strand of the OSA Core Rubric.	
4.4	Teachers report that training on Culturally Responsive Practices has improved effectiveness in engaging all students.	Baseline will be established at end of 23-24 through teacher survey	To be decided		80% of teachers report that training on Culturally Responsive Practices has improved effectiveness in engaging all students.	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

We made some progress towards this goal in 24-25 in spite of staffing shortages, key among them our JEDI Coordinator vacancy. We made the decision to distribute the work among other admin rather than seek to fill the position mid-year due to the quality and expertise of potential candidates that would be attracted outside of the typical hiring cycle. We were able to maintain our culturally responsive systems that support student affinity groups and belonging, as evidenced by the data from the Student Culture Survey. Additionally, an analysis of the culture of learning through our teacher evaluation process shows a strong baseline when it comes to inclusive and supportive learning environments in our classrooms. For 25-26, we redesigned the JEDI Coordinator role and renamed it JEDI Specialist. Four years into the adoption of this role on our leadership team, we believe outcomes for students will be improved if the focus of the JEDI role is on building community with and among students, and providing regular individual teacher coaching on instruction and curriculum regarding cultural relevance and inclusivity.

The anticipated professional development focused on Culturally Responsive Teaching practices, based on the training guide by Zaretta Hammond did not happen as planned due to shortages in instructional leadership staffing. However, the ILT continued to coach individual teachers using this framework who were facing challenges with student disengagement, particularly among BIPOC students. We intend to complete the training we had planned in 24-25 in 25-26 and the baseline metric for all staff will be reported in our next LCAP.

Overall, we've seen continuous improvement in the area of inclusivity and cultural responsiveness in our teaching and classrooms and a slight decrease in the impact of Affinity Groups on students, which can be explained by the lack of a JEDI Specialist. However, the Student Culture Survey data shows that this work is deeply embedded in the learning in our classrooms and in the overall experience of being a student at OSA.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metric 4.1 was removed: "Equity Rubrics" because the rubrics were developed several years ago by the first JEDI Coordinator at OSA and we have learned that effective use of the rubrics as the role transitioned to new people is challenging. We will continue to monitor the effectiveness of our instruction and curriculum for cultural responsiveness and will empower our new JEDI Specialist to develop metrics, collect and analyze data, and provide targeted coaching for teachers who need to improve in this area.

The expected outcome for year 3 of the LCAP cycle was increased for Metric 4.3, from 85% to 90% of teachers evaluated between 2024-2027 score 3 or 4 on the Culture of Learning Strand of the OSA Core Rubric. Our baseline for 24-25 was 87%.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.2	Student Culture Monitoring and Support, ensuring representation of marginalized student populations	The JEDI Coordinator and other student facing leadership will continue to work directly with our Board of Students of Color and all other affinity groups. This includes frequent meetings, community gatherings, cultural assemblies, and strategic field trips. Progress of this work will continue to be measured through the student culture survey.	\$195,319.00	No
4.3	Professional Development Provide JEDI focused professional development for all employees	A monthly professional development session will be focused on community and culture and support all employees in their culturally responsive practices. This includes PD provided internally by our JEDI Coordinator and contracted out to external providers. Progress will be measured by teacher and student survey responses regarding culturally responsive practices school wide.	\$68,507.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Teachers trained on Culturally Responsive Practices	PD time devoted to the study of culturally responsive pedagogy with the explicit goal of improving Tier 1 and Tier 2 interventions for disengaged, dependent learners.	\$70,109.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$507,325	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.482%	2.586%	\$236,375.00	8.068%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Multi-Tiered System of Support (MTSS)</p> <p>Need: Low-income and EL students can at times have limited access to educational resources, enrichment opportunities outside of the school day, and other forms of support that their peers have.</p>	The Multi-Tiered System of Support (MTSS) aids low-income students by providing early identification and customized interventions for academic and behavioral challenges, ensuring they receive the support needed to succeed. It includes teacher training and continuous progress monitoring to tailor and adjust interventions effectively. This approach helps close achievement gaps and promotes equity by offering targeted and intensive support where needed.	We will be monitoring grades for students that are EL and Low Income to see if this intervention is leading to higher achievement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.3	Action: Academic Support Classes Need: An area of need that has emerged from different data points is students who are low income have higher rates of failing or are in danger of failing grades. Therefore we propose this school wide support that serves all unduplicated student groups as well as the entire student body. Scope: LEA-wide Schoolwide	Academic counselors will regularly monitor student grades within the two pathways. Students who are not on target to meet A-G or pass classes will be enrolled in academic support classes on a quarterly basis to provide intervention and tutoring support.	We will be monitoring grades for students that are EL and Low Income to see if this intervention is leading to higher achievement.
1.6	Action: Granular Benchmark Assessments: Math, Reading, Science Need: Differentiated learning for students performing below grade-level. Detailed assessment data will help us identify who needs additional support. Scope: LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Professional Development Focused on Culturally Responsive Teaching and Tier 1/2 Support</p> <p>Need: Students have expressed a desire to have a curriculum that highlights / celebrates different cultures.</p> <p>Scope: LEA-wide Schoolwide</p>	The PD training will focus on culturally relevant and career preparatory instruction which will benefit all foster youth, EL and low-income students in need of the support and will assist in keeping students in these groups on track to graduate.	We will collect classroom observation data aligned to the OSA Core rubrics and track growth in the culture of learning category for teachers.
2.2	<p>Action: Attendance Intervention</p> <p>Need: Our attendance data shows that our low income students have higher rates of truancy than any other student group.</p> <p>Scope:</p>	With increased attendance monitoring and increased SART capacity, we will be able to identify these students sooner and intervene to provide support that will alleviate barriers to attendance.	We will monitor Attendance rates for our low income students.
2.4	<p>Action: Student Wellness Center</p> <p>Need:</p> <p>While the student wellness center is designed to serve all students low income students, EL students, and Foster youth face higher need for social emotional support.</p>	By increasing the level of wellness support we have, we can support more of our students with social emotional support so that they can focus on learning and doing well in school.	We will monitor grades for students in the unduplicated categories and track wellness services.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
3.1	Action: Specialized Reading and Math Intervention Support Need: Behavioral Support for Students with IEPs. As we are a school that is full inclusion and our reputation for our special education program has grown, we have increased the number of families who have students with IEPs that have enrolled in OSA. Being an art school, families hope their students will have greater success than traditional schools. This has led to an increase of students with IEPs that support behavioral needs. Our program has needed to expand to include more support for students with behavioral support needs. Scope: LEA-wide Schoolwide	By increasing the behavior support within the special education department, we can more robustly support students with behavioral challenges in a more 1:1 way that allows for the students to both learn and shift the behavior and gain healthy coping strategies. Currently with limited training and staff we have not had the full capacity to support the growing number of students with this need.	We will monitor the number of behavior incidents tracked through referrals and other disciplinary actions to hopefully see a reduction in disciplinary consequences as well as a shift in decrease of student behavior incidents for students with behavioral needs in special education.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Services for foster youth, EL, and low-income students are being increased by allocating increased resources to school programming that heighten college and career preparation, socio-emotional supports, and culturally relevant instruction.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

n/a

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	51:1	NA
Staff-to-student ratio of certificated staff providing direct services to students	14:1	NA

26 Total Expenditures Table

AP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,254,384	507,325	5.482%	2.586%	8.068%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,534,796.00	\$281,633.00	\$0.00	\$15,450.00	\$1,831,879.00	\$1,460,814.00	\$371,065.00

Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1.1	Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$59,292.00	\$43,842.00			\$15,450.00	\$59,292.00	
1.2	College and Career Counseling	All	No			All Schools		\$92,616.00	\$0.00	\$92,616.00				\$92,616.00	
1.3	Academic Support Classes	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$58,656.00	\$0.00	\$58,656.00				\$58,656.00	
1.4	Dedicated HS Assistant Principal	All	No			All Schools		\$74,534.00	\$0.00	\$74,534.00				\$74,534.00	
1.5	Aligned Math Curriculum	All Students with Disabilities	No			All Schools		\$0.00	\$27,431.00	\$27,431.00				\$27,431.00	
1.6	Granular Benchmark Assessments Math, Reading, Science	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1.7	Highly Qualified Teachers	All Students with Disabilities	No					\$305,958.00	\$0.00	\$305,958.00				\$305,958.00	
2.1	Professional Development Focused on Culturally Responsive Teaching and Tier 1/2 Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$151,927.00	\$0.00	\$151,927.00				\$151,927.00	
2.2	Attendance Intervention	All Students with Disabilities	No			All Schools		\$77,053.00	\$0.00	\$77,053.00				\$77,053.00	

Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2.3	Staff Training on Restorative Practices and De-escalation	All	No			All Schools		\$90,432.00	\$0.00	\$90,432.00				\$90,432.00	
2.4	Student Wellness Center	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$166,147.00	\$0.00	\$166,147.00				\$166,147.00	
2.5	Healthy Relationship Training							\$0.00	\$3,300.00	\$3,300.00				\$3,300.00	
3.1	Specialized Reading and Math Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income			\$204,000.00	\$0.00		\$204,000.00			\$204,000.00	
3.2	Increase Specialized training for Ed Specialists	All Students with Disabilities	No			All Schools		\$0.00	\$60,723.00	\$60,723.00				\$60,723.00	
3.3	Behavioral Support for Students with IEPs	All	No			All Schools		\$100,875.00	\$0.00	\$23,242.00	\$77,633.00			\$100,875.00	
4.2	Student Culture Monitoring and Support, ensuring representation of marginalized student populations	All Students with Disabilities	No					\$0.00	\$195,319.00	\$195,319.00				\$195,319.00	
4.3	Professional Development Provide JEDI focused professional development for all employees	All Students with Disabilities	No			All Schools		\$68,507.00	\$0.00	\$68,507.00				\$68,507.00	
4.4	Teachers trained on Culturally Responsive Practices	All Students with Disabilities	No			All Schools		\$70,109.00	\$0.00	\$70,109.00				\$70,109.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,254,384	507,325	5.482%	2.586%	8.068%	\$445,572.00	0.000%	4.815 %	Total:	\$445,572.00
								LEA-wide Total:	\$445,572.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$420,572.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$43,842.00	
1	1.3	Academic Support Classes	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$58,656.00	
1	1.4	Dedicated HS Assistant Principal				All Schools	\$74,534.00	
1	1.6	Granular Benchmark Assessments: Math, Reading, Science	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
2	2.1	Professional Development Focused on Culturally Responsive Teaching and Tier 1/2 Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$151,927.00	
2	2.4	Student Wellness Center	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$166,147.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Specialized Reading and Math Intervention Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$853,269.00	\$944,799.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Multi-Tiered System of Support (MTSS)	Yes	\$15,000.00	15,000
1	1.2	College and Career Counseling	No	\$76,392.00	76,392
1	1.3	Academic Support Classes	Yes	\$100,128.00	100,128
1	1.4	Dedicated HS Assistant Principal	No	\$32,734.00	32,734
1	1.6				
2	2.1	Professional Development Focused on Culturally Responsive Teaching and Tier 1/2 Support	Yes	\$72,690.00	72,690
2	2.2	Attendance Intervention	No	\$68,000.00	68,000
2	2.3	Staff Training on Restorative Practices and De-escalation	No	\$25,967.00	25,967
2	2.4	Student Wellness Center	Yes	\$107,184.00	107,184
3	3.1	Specialized Reading and Math Intervention Pull Out Support	No	\$171,417.00	171,417
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Increase Specialized training for Ed Specialists	No	\$20,000.00	0
3	3.3	Behavioral Support for Students with IEPs	No	\$85,858.00	85,858
4	4.1	Equity Rubric & Tracking Complete school wide assessment using Equity Rubric.	No	\$77,899.00	77,899
4	4.2	Affinity Groups Support affinity groups in ensuring representation of marginalized student populations	No		20,000
4	4.3	Professional Development Provide JEDI focused professional development for all employees	No		38,783
4	4.4	Teachers trained on Culturally Responsive Practices	No		52,747

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
531,377	\$295,002.00	\$295,002.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Multi-Tiered System of Support (MTSS)	Yes	\$15,000.00	15,000		
1	1.3	Academic Support Classes	Yes	\$100,128.00	100,128		
2	2.1	Professional Development Focused on Culturally Responsive Teaching and Tier 1/2 Support	Yes	\$72,690.00	72,690		
2	2.4	Student Wellness Center	Yes	\$107,184.00	107,184		
3	3.1	Specialized Reading and Math Intervention Pull Out Support	Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,139,620	531,377		5.814%	\$295,002.00	0.000%	3.228%	\$236,375.00	2.586%