Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2019-20 Measure N Plan

File ID No. 19-0741

Oakland School for the Arts

Checklist of Required Elements:

- ▫ Submitted Measure N Education Improvement Plan (SPSA)
- ▫ Submitted Measure N Budget for 2018-19
- ▫ Completed Measure N Self Assessment
- ▫ Answered Measure N Commission Questions

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway? *(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)*				
Category	**Full Implementation** **4**	**Developing** **3**	**Planning** **2**	**No Implementation** **1**
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 3** **Rationale:** ● ● Pathways score a minimum of 2 (Developing & Approaching) and 3 (Meeting & Advancing) on all categories ● There is evidence of key pillars of Linked Learning pathways ● School has identified the alignment of existing art emphasis for strategic development of pathway structures and experiences			
	Feedback for continued progress monitoring:			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)				
Category	**Excelling** **4**	**Meeting** **3**	**Approaching** **2**	**Beginning** **1**
Needs Assessment:	**Score: 3**			

The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action • Data Analysis: Review of Measure N outcome data analysis that must address all 6 areas for reflection including cohort graduation rates, dropout rates, A-G rates, students who are not on track to graduation because they have D's and F's, student attrition, and climate and culture indicators • Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined • Effective Strategies: Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year	**Rationale:** • School is reflective on some specific students subgroups such as English Language Learners • School articulates potential strategic actions to address challenges faced by students **Feedback for continued progress monitoring:** • Deeper inquiry into the challenges such as who are the 18 students who have been suspended • Deeper inquiry into the root cause of the challenges named such as why 7% of students are not on track to graduate • Determine how pathway structures and experiences can support addressing the root cause of the challenges
Schoolwide Enabling Conditions *The school has thoughtfully analyzed larger school structures, systems, and processes and determined key shifts necessary to support quality pathway development* • Self-assessment provides evidence that justifies the scores • Site leadership and staff have identified areas of growth for the pathway development plans and the role they play in ensuring the implementation of these plans • Site leadership has named challenges and barriers to pathway development and has a plan to begin to address these barriers • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year • Alignment between schoolwide goals and Measure N priorities is evident • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes • For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other • Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 3** **Rationale:** • School articulates strategies implemented this year to begin to address key shift in structures such as master schedule, diversity recruitment plan • School identifies the area of growth to include the inquiry of the use of facilities to better support pathways
Rigorous Academics & Career Technical Education *The school has thoughtfully analyzed the development of the Rigorous Academic and Career Technical Education Linked Learning Pillars and has determined areas of growth to further develop and integrate the pillars* • Self-assessment provides evidence that justifies the scores • Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators • The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars	**Score: 3** **Rationale:** • School articulates the consolidation of arts departments into 2 pathways and focus on the integration of the pillars • School articulates specific strategic actions to address the need for further integration such as "begin with one core academic course in each high school grade level being co-planned (and perhaps co-taught) with at least one teacher from the Performing Arts" • School articulates strategic action of master schedule redesign to address need of cohorting students **Feedback for continued progress monitoring:** • Determine how implementation of co-planned courses and progress

● The plan identifies how key stakeholder groups will be involved in the implementation of the plan ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	monitor to support iteration process and ensure alignment
Work-Based Learning *The school has thoughtfully analyzed the development of the Work-Based Learning Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar* ● Self-assessment provides evidence that justifies the scores ● Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators ● The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation ● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar ● Alignment between schoolwide goals and Measure N priorities is evident ● The plan identifies how key stakeholder groups will be involved in the implementation of the plan ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 3** **Rationale:** ● School articulates existing Work-Based Learning activities that students experience ● School has determined the area of growth to include more industry professionals to assess Work-Based Learning ● School has determine the area of growth is to assess the organization of the activities already offered within a pathway structure **Feedback for continued progress monitoring:** ● Determine how you will progress monitor equitable access and placement of Work-Based Learning opportunities
Comprehensive Student Supports *The school has thoughtfully analyzed the development of the Comprehensive Student Supports Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar* ● Self-assessment provides evidence that justifies the scores ● Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators ● The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N ● Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar ● The plan identifies how key stakeholder groups will be involved in the implementation of the plan ● Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 2.5** **Rationale:** ● School has articulated current strategies to support struggling students such as student support team meetings, parent teacher conferences, and monthly student achievement reports ● School has articulated goal of implementing advisory structure for individualized student support ● Proposed Measure N budget demonstrates investment in addressing the needs of most at-risk students **Feedback for continued progress monitoring:** ● Determine structures necessary to support at-risk students and progress monitor the implementation ● Determine pathway structures and how they can be leveraged to support students

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	**Compliant & Aligned** 4	**Compliant Partially Aligned** 3	**Non-Compliant** ● Supplanting ● Not Allowable 2	**Missing** 1

Budget	Score: 4
The school has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies ● Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA) ● Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning ● Expenditures should support the Theory of Action, should address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the Goals of your SPSA and the purpose of Measure N ● Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available ● Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school ● The plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence	**Rationale:** ● Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development ● Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined ● Proposed Measure N budget appears to be supplemental ● Feedback has been addressed to demonstrate tighter alignment

Final Recommendation
Probationary - Full Implementation, $850 per pupil *School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning* *School is actively developing the integration of all four pillars and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan (SPSA)* **Measure N Funding Recommendations for probationary schools were presented December 2018, approved January 2019 by the Measure N Commission, and approved March 2019 by OUSD Board of Education as part of the Probationary School process.*

Strengths:
- Existing arts courses and buy-in from teachers and community
- Connections to industry professionals
- CTE certified teachers and courses

Key Questions:
- What structures need to be implemented to ensure equitable access and placement of students in pathways and Work-Based Learning opportunities?
- What type of support do teachers and staff need as you work towards deeper and intentional integration of Rigorous Academics and CTE?

Budget Revision:
- Initial feedback on budget line item: "$22,000 for Diversity and Inclusion Coordinator (0.2 FTE): Point person to go into feeder schools to recruit students of color from Oakland and support them through the audition process and their transition to OSA"
  - Expenditure was deemed non-permissible
- Revisions were made to remove non-permissible expense and funds were re-allocated
  - **New expenditure:** $18,000 for ".2 position to support the planning and implementation of our new advisory structure. This includes salary and benefits for this position. This .2 will be added on to a current employees FTE to ensure that all students are schedule into a weekly advisory and that all appropriate curriculum and training is provided to the 50+ staff and faculty advisors."
  - **New expenditure:** $490 for "10 licenses for Zendesk Sell Software. We will use the professional version of this sales software to track our WBL experiences in our art departments as we move to ensure all students are having exceptional WBL experiences."
  - **New expenditure:** $4,000 for "Advisory curriculum and training. We will be using school-connect to provide curriculum and training for our faculty and to support our advisory coordinator in implementing the new structure. The total cost of this to cover our oakland resident students, faculty, base fee, and onsite training is $10,190. We will only be allocating a portion of this because we would exceed our measure n allocation if we allocated the total amount. School-Connect is the name of the vendor that we will be using"

Next Steps:

What	Suggested Lead	Deliverable	Date
2019-20 Probationary School Check-In	Principal	Meeting with Measure N Staff	Early Fall 2019
2019-20 Probationary School Process *including but not limited to: Hiring of Pathway Consultant, Charter Management Organization meetings, Linked Learning Community of Practice, Fall Probationary School Site Visit, December Measure N Presentation*	Principal	Meeting Attendance Site Visit Presentation	Fall 2019
2019-20 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided