



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2017-18
Individual Pathway**

School:	Oakland School for the Arts	Principal	Brian Kohn
Pathway Industry Areas:	Arts	Principal Phone:	510-873-8800
School Address	530 18 th Street Oakland, CA 94612	Principal Email:	bkohn@oakarts.org
School Phone	510-873-8800	School Fax:	510-873-8816
2017-18 Enrollment (9-12)	450	Anticipated Grant* (\$200) x enrollment.	90,000

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
160	290	12.3		9	0.5	260

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
20	0.7	4.3	12.1	0.5	0.4	40	22

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Brian Kohn	Executive Director
Mike Oznowicz	High School Principal
Staci Smith	Middle School Principal
Cava Menzies	Arts School Principal
Antonette West	Director of Finance

School Vision:

To give the world generations of innovative problem-solvers and critical thinkers, authentic leaders and ground-breaking artists, all of whom contribute to both the local and global communities, demonstrating the essential value of the arts in all we do.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

As a college preparatory school with an intensive arts focus, Oakland School for the Arts prioritizes the arts as an integral part of a well-rounded education. Our instruction and curriculum in both the arts and academics are built upon a culturally responsive approach that encourages and empowers student voice in all facets of our school. Academic elective offerings include Ethnic Studies, Gender Studies, Contemporary Issues, Mock Trial, AP Psychology, and Art History. The common passion that our students share for our diverse range of artistic offerings provide an access point for all students to engage with and help shape the culture on campus. What results from this engagement is an energizing and dynamic environment for our students, educators, and greater community. The rigorous course offerings are accessible to all of our students and help prepare them for artistic and academic opportunities in careers and post-secondary settings. As a performing arts school, school performances are a cornerstone of our school culture. The biennial tradition of an all school musical brings students from the various arts departments together to produce and perform in the historic Fox Oakland. Students strive to maintain strong academic standing to meet eligibility requirements to be eligible to perform. The professionalism that is expected of our students in this performance process fosters students with a work ethic that will serve them in whichever path they follow after high school. With approximately 80% of our students accepted into four year universities in both academic and artistic programs, we are confident that the unique form of education that Oakland School for the Arts provides for our students will position them for success regardless of what path they choose moving forward.

School and Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	2
Leadership Configuration	4	Collaborative Learning	3
Distributed Leadership	2	Teacher Shared Best Practice	3
Equity		Teacher Collaboration Time	3
Open Access & Equitable Opp.	3	Teacher Professional Learning	2
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	2	Support of Student Needs	2

<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	2
<i>Pathway Theme</i>	3	<i>Work Based Learning</i>	
<i>Integrated Core</i>	3	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	3	<i>WBL Pathway Outcomes</i>	2
		<i>WBL Pathway Evaluation</i>	1

Budget Justification and Narrative

In the following sections, please review the self-assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students’ readiness to succeed in college and career
- Increase middle school students’ successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Our school has a fully integrated Arts pathway. All students participate in this pathway which consists of rigorous academics for all along with highly specialized arts instructions in multiple visual and performing arts disciplines.

Work needs to be done to review and clarify our vision as needed as a school. Over all we are in a similar place but our language is not consistent and therefore sometimes conversations are not as efficient as they could be. In addition we need to establish clarity of purpose and language within our arts pathway.

Budget	2016-17 Planning Activities	Anticipated Outcome
10 teachers @ \$58 per hour, 2 hours. = \$1,160.00	Professional Development activity sharing, dissecting, and discussion of the meaning of our vision statement.	Consistent language and shared understanding of Mission Statement.
10 teachers @ \$58 per hour 5 total hours = 2900	Pathway discussion as is specific to the arts. A close look at mission vision as we transition to CTE based arts programs. (note: over the next two years all arts programs will be moving to CTE pathways)	Clarity around CTE standards for Arts, Entertainment and Media as well as a revisit to California State Standards in the arts.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Academics are strong at OSA. Areas for improvement are around math and science specifically in typically underperforming populations. In addition to direct academic support needs, equity, institutional bias, and cultural norms are all non-quantifiable areas that need to be addressed as well with the belief they directly affect academic performance. We are going to experience an influx of underperforming students as we see the results of our targeted recruitment. As a result we need to add a number of new courses that currently do not exist to support these students academically.</p>		
Budget	2016-17 Planned Activity	Anticipated Outcome
.4 FTE teacher \$24,400.00	Academic support class for underperforming math students and underperforming English students. This would be a class that is available to students performing below grade level taught by a highly qualified math teacher. Students would be identified by grades and teacher recommendations.	With the extra support students will raise their achievement levels and meet grade level proficiencies.
1 Teacher Trainer \$2,500	Guest teacher trainer for cultural responsiveness. This activity is designed to identify institutional bias, cultural sensitivity, and stereotype threat in curriculum and practices.	Curriculum adjustments, policy adjustments, cultural norm setting all in response to heightened cultural awareness.
\$1,000	Establish concurrent and dual enrollment with Laney College.	Students enrolled in Laney College courses that align with arts/career pathway.

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>We will be working to better align our programs of study with current and relevant industry practices. This will involve regular review of curriculum and instructional practices as well as professional review of students' outcomes.</p>		
Budget	2016-17 Planned Activity	Anticipated Outcome
5 teachers @\$58 per, 10hrs=\$2,900	Establish oversight committee made up of local working arts industries professionals for content areas. The committee will review curriculum and its relevance to arts/career pathway.	Curriculum tightly tied to industry practices and regularly reviewed by industry professionals.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Programmatic needs are really about designing more school to career focused courses and curriculum. We have many different content areas within the arts and inconsistency with the school to career components.</p>		
Budget	2016-17 Planned Activity	Anticipated Outcome
<p>10 teachers @ \$58 per hour 10 hours each = \$5,800.00</p>	<p>Division meetings over the course of the year. All arts teachers will share curriculum with each other to learn best design and practices around work based learning.</p>	<p>Consistent career components in each content area.</p>

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>Student Support services are an area of great need. While we have many pieces in place we do not have an identified head counselor functioning in that critical role. As a result student support services are fragmented and inconsistent. We currently do not have a full time head counselor, in fact for almost 800 students we have only 1.5 FTE counseling positions and no college counselor. This leaves us seriously understaffed.</p>		
Budget	2016-17 Planned Activity	Anticipated Outcome
<p>5 Student support providers, \$58 per hour, 10 hrs each = \$2,900.00</p>	<p>Reorganize counseling services and provide training in specific areas of need such as college and career, Naviance, Restorative Practices, etc.</p>	<p>Fully trained counselors and a well-organized tiered intervention system. School wide implementation of Restorative Practices.</p>
<p>\$5,000.00</p>	<p>Purchase of Naviance software system. This is a robust high quality system based around personal attention to college research and application</p>	<p>All students and parents will have an individualized four year high school plan and Naviance account supporting this plan.</p>
<p>0.4 FTE Counselor \$27,000</p>	<p>Head counselor in charge of organization of all student support services both academic and social emotional (falling outside SpEd and 504's)</p>	<p>Counselor available to all as the go to for all counselling questions. Regular parent/family info nights, fully developed website. Multilingual college information.</p>
<p>\$8,440</p>	<p>Purchase 25 chromebooks</p>	<p>Provide a digital platform that would be used to support classes and a college career center which we currently do not have.</p>
<p>\$4,000</p>	<p>Site visits to research best art schools practices.</p>	<p>We would take our leadership team to California arts schools including Orange County School for the Arts and Los Angeles School for the Arts to observe CTE and charter school pathways in action.</p>

\$2,000	Stipend for work based learning coordinator.	This person would set up internships for work based learning experiences.
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