

2020-2021 MEASURE N BUDGETSchool: **OAKLAND SCHOOL FOR THE ARTS**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
Measure N	\$243,100.00	\$243,100.00	\$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Business of the Arts course (Design, Visual, Media) This is a pathway cohorted course taken by all 9th grade students that focuses on supporting our students in establishing their trajectory as an art student at OSA with a focus on career preparation and entrepreneurship. This course is taught by a professional artist and will solidify student pathway identification at the start of high school. .2 FTE salary and benefits for this teacher.	\$18,000.00			Teacher	0.20	Design, Visual, Media Arts
2	Business of the Arts course (Performing Arts) This is a pathway cohorted course taken by all 9th grade students that focuses on supporting our students in establishing their trajectory as an art student at OSA with a focus on career preparation and entrepreneurship. This course is taught by a professional artist and will solidify student pathway identification at the start of high school. .2 salary and benefits for this teacher.	\$18,000.00			Teacher	0.20	Performing Arts
3	Curriculum design for the pathway integration of our English department. All English classes grades 9-12 will be cohorted into Design, Visual, Media or Performing Arts. New curriculum will be designed to best leverage each pathway focus. This allocation is for four \$3000 stipends. One for the design of the two pathway integrated courses for each grade level. This work will take place over the summer to ensure all is ready for the upcoming school year.	\$12,000.00			Curriculum Design	Stipend	Design, Visual, Media Arts and Performing Arts
4	Professional Development (CTE, Pathway Integration). This professional development will be to support our teachers in pathway integration into core content areas. Also to support our CTE teachers in further developing their programs to provide access to CTE completion to all pathway students. The pathway integration into newly cohorted English classes for all high school students will require specific training for those teachers. We will be taking recommendations for which specific trainings are most applicable to our needs from our pathway consultant.	\$12,000.00			Professional Development Provider	Contract	Design, Visual, Media Arts and Performing Arts

5	Advisory design for 20-21. Our advisory program focuses on the socio-emotional health of our students to support them as they progress through their pathway. This structure ensures that all students have a point person and advocate to ensure they are making appropriate pathway progress. This stipend is for an employee to design the detailed 36 week curriculum for the 20-21 school year.	\$5,000.00			Advisory Curriculum Design	Stipend	Design, Visual, Media Arts and Performing Arts
6	Early college credit class. This is for .2 FTE for one of our teachers to monitor and support an online early college credit program that will provide students with access and supports to complete online city college courses through dual enrollment on our campus.	\$15,000.00			Teacher	0.20	Design, Visual, Media Arts and Performing Arts
7	Young Men of Color class. This is for .2 FTE of one of our teachers to design and teach a course specifically aimed at diminishing our achievement gap by supporting young men of color. This course will be strategically populated with students of our target population (Low SES) and provide supports to these students to ensure appropriate pathway progress and educational opportunities.	\$15,000.00			Teacher	0.20	Design, Visual, Media Arts and Performing Arts
8	Habits of Mind Class. This is .2 FTE for one of our counselors to teach a habits of mind class focused on supporting low-ses students in developing healthy habits to enable greater pathway success.	\$15,000.00			Counseling	0.20	Design, Visual, Media Arts and Performing Arts
9	Math Lab. .2 FTE for one of our math teachers to provide additional math supports to students of our target population. Algebra II has been a graduation barrier for many students and this course will provide Algebra II readiness for some and Algebra II support for others.	\$15,000.00			Teacher	0.20	Design, Visual, Media Arts and Performing Arts
10	Math department pathway integration. .1 FTE to enable our math department chair to have a period a day focused on collaborating with pathway coordinator for pathway integration into math curriculum.	\$8,100.00			Teacher	0.10	Design, Visual, Media Arts and Performing Arts
11	Consultant. Continued work with Patricia Clark as our consultant to help in our continued pathway development and implementation.	\$10,000.00			Consultant		Design, Visual, Media Arts and Performing Arts

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12	WBL/Internship Coordination. .2 FTE for an employee to design and oversee the WBL monitoring system and network with community organizations to provide internships to our pathway students in an equitable manner that supports career preparation.	\$16,000.00			WBL/Internship Coordinator	0.20	Design, Visual, Media Arts and Performing Arts
13	College Success course. .2 FTE for one of our counselors to design and run a college success elective for 1st gen college students to receive supports in the application process and transition from high school to college.	\$12,000.00			Counselor	0.20	Design, Visual, Media Arts and Performing Arts
14	Funding for travel and conference expenses for pathway teachers to attend the Linked Learning and Arts, Media, and Entertainment professional development conferences in the spring of 2021	\$4,000.00			Conferences		Design, Visual, Media Arts and Performing Arts
15	Pathway Coordinator. Continuing the role of pathway coordinator as not being part of the role of principal or assistant principal. This shared leadership will help us move into a fully integrated pathway school by having the pathway and measure N oversight sit with a member of our team better networked with the local arts world. The pathway coordinator will be focused on supporting the pathway integration into all core content areas, developing a robust CTE program (with the support of our CTE advisory board), and designing and implementing WBL monitoring tools to ensure all students have access to pathway WBL opportunities.	\$45,000.00			Pathway Coordinator	0.50	Design, Visual, Media Arts and Performing Arts
16	English department pathway development. .2 FTE for our English department chair to have a period a day focused entirely on pathway development for the newly cohorted department. The department chair will work directly with our pathway coordinator to support this department in implementing the newly designed courses and monitoring the student outcomes through data analysis with a focus on our target student population.	\$18,000.00			Teacher	0.20	Design, Visual, Media Arts and Performing Arts
17	CTE Coordinator. Stipend for an employee to work with all arts teachers in fully establishing CTE programming that is available to all pathway students. The CTE coordinator will analyze the various trajectories within each of our two pathways to design the CTE structures that ensure all student pathways can be CTE completors.	\$5,000.00			CTE Coordinator	Stipend	Design, Visual, Media Arts and Performing Arts

School: OAKLAND SCHOOL FOR THE ARTS									
School Description									
Oakland School for the Arts balances an immersive arts environment with a comprehensive academic program.									
School Mission and Vision									
Mission: Oakland School for the Arts is a diverse and inclusive public 6-12 charter school that blends immersive, robust arts with comprehensive academics, providing integrated opportunities for collaboration, expression and personal growth. Vision: OSA students will be creative and critical thinkers who demonstrate a commitment to equity, community, collaboration, and self-reflection. Through meaningful engagement with pathway-integrated curriculum and work-based learning opportunities, graduates will be resilient and ready for college and career. Alumni will exemplify the essential value of the arts in all they do.									
School Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	35.8%	64.2%	66.0%	16.1%	0.5%	0.39%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	19.0%	0.65%	6.6%	18.65%	0.0%	0.40%	36.6%	18.3%	
Target Student Population	Which student population will you focus on in order to reduce disparities?					Students with low socio-economic status			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Whole School Indicator			18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate			98.0%	Not Available	100%%				
Four-Year Cohort Dropout Rate			2.0%	Not Available	0%				
A-G Completion			79%	Not Available	90%				
On Track to Graduate- 9th Grade			90%	89%	95%				
Percentage of students who participated in at least 1 Work-Based Learning activity			98%	98%	98%				
Percentage of students who have passed dual enrollment courses with a C- or better			14%	24%	30%				
Percentage of students in Linked Learning pathways			98%	98%	98%				
Target Student Population Indicator			18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate			93.0%	Not Available	100.0%				
Four-Year Cohort Dropout Rate			7.0%	Not Available	0.0%				
A-G Completion			29%	Not Available	60%				
On Track to Graduate - 9th Grade			70%	75%	85%				
Percentage of students who participated in at least 1 Work-Based Learning activity			99%	99%	99%				
Percentage of students who have passed dual enrollment courses with a C- or better			6%	5%	15%				

Percentage of students in Linked Learning pathways	99%	99%	99%				
ROOT CAUSE ANALYSIS							
Indicator	Strengths			Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>		Root Cause Analysis <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>	
Four-Year Cohort Graduation Rate	Our school wide graduation is near 100% annually.			Our graduation rate is impacted by students that leave OSA prior to graduation.		<p>11th and 12th grade students who leave before graduation or do not graduate are often entering 12th grade in need of credit recovery or struggle with health concerns. Sustained intervention would support students through high school. A targeted intervention program that supports students from 9th to 12th grade that involves teachers, counselors and family members would support students through graduation. Identifying students who would benefit from small group meetings, regular academic and wellness check ins and skill building could begin as early as mid semester 9th grade year.</p> <p>There are a wide range of reasons students leave OSA. From attending schools abroad to pursuing an acting career. It would be helpful to have a way of tracking and monitoring student progress after they leave OSA to ensure they are on track to graduate in their new environment. For example, in the last five years, small number of students per year have left OSA prior to graduation due to reasons including health issues, career pursuits, attending school abroad, or credit recovery.</p>	

<p>Four-Year Cohort Dropout Rate</p>	<p>Student drop out in the traditional sense is almost non-existent at OSA.</p>	<p>For some students, 7 years in an specialized arts program can pose a challenge in maintaining engagement, while we also struggle to reach 100% of our students who may need supports we haven't developed yet . As such, students can become disengaged and ultimately not show up to school.</p>	<p>Truancy and chronic absenteeism-caused by health concerns, family responsibilities, lack of transportation, students opt to work instead of completing high school career. Data reflects students who were falling behind in their freshman year due to absenteeism had difficulty catching up to graduate. Pathway cohorts will boost student engagement through WBL, long term support, accountability and career or college planning in fields specific to their pathway. We expect the career preparation aspect of our program to improve through pathway development and to better engage students that struggle with 7 years of specialized arts focus.School wide advisory program integrates academic and social emotional support for students into their course schedule. Advisors hold weekly meetings to check in on grades, attendance and partner with parents to communicate with teachers. Students keep the same Advisor for all 4 years of HS.</p>
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<p>A-G Completion</p>	<p>Approximately 4/5 of our graduates complete all A-G requirements with a C- or better. A-G completion is considered the norm at OSA.</p>	<p>Students receive D's in A-G course. They are on track to graduate in this case but not UC eligible.</p>	<p>Technology and access. One factor impacting our target population is access to technology outside of school. Students relying on chromebook use at school are limited once they are home and expected to complete work on a cellphone or shared device. Some students report being without out internet access. Our data is showing that access is an indicator to A-G completion. Students who are not able to access google classrooms or work remotely may be unable to complete work and not passing core content classes. Digital literacy and a skills gap is having an impact on student success. Data signals a need to examine if assignments/curriculum dependent on technology is equitable for all students. We need to improve in our early intervention to establish a C grade as the bottom target for all A-G courses. Because D's are passing grades, it may inadvertently lower the bar for students who do not see themselves as university bound. We need a culture shift and early interventions not only for students at risk of failing, but for all students showing indicators of not meeting A-G eligibility. We will focus our counseling services on supporting students to retake courses that receive D's in to be A-G eligible.</p>
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On Track to Graduate - 9th Grade	<p>We experienced a significant increase in this category in our target population (low ses). This number grew from 29% last year to an expected 70% for this school year. We attribute this to developments in our student support program which has been a focus of our pathway development for the last two school years.</p>	<p>The most significant challenge is the discrepancy in level of high school preparation between the students that attended OSA in middle school and the students that enter OSA from neighboring districts.</p>	<p>Transition to 9th grade. Students with gaps in content knowledge or instructional implementation. Ninth grade students reflect a wide range of skill and capacity. For some the longer school day, 5 hours of academics before lunch and 2.5 hours of pathway programming is a significant shift. All 9th grade students enter traditional standards based courses, we do not offer level 9th grade courses (accelerated or intervention) for core content. Differentiation in classroom instruction, scaffolded lesson planning, academic support and tutoring are in place to help students, but for some students the expectations (stamina, organization, technology, logistics) of 5 academic classes and pathway work is overwhelming resulting without support. Business of the Arts will provide pathway specific support to cohorts and teach specialized skills.</p>
Percentage of students who participated in at least 1 Work-Based Learning activity	<p>As has been the case, OSA has WBL built into its pathway structure. All students work in Levels 1 and 2 of the WBL continuum through the middle school and into early high school in the arts part of the pathway sequence. Level 3 is normatively achieved in 10th and 11th grades. Level 4 has been achieved either by students who are (a) self-advocates and desire a challenge or (b) students who <i>must</i> work for necessary financial help to their families. However, students also get Level 4 experience on more limited bases (gigging, short-term residencies) with much more frequency.</p>	<p>Integrating this into the student's <i>entire</i> pathway experience. WBL is still too ad-hoc in the academic part of the pathway experience and has been largely left to the senior year in ELA courses and even less so in other academic courses. This means students' days being 'bookended' by WBL and not having it just be reliable on the arts part of the day.</p>	<p>Monitoring progress of WBL opportunities for ALL students. Ensuring all students access to career readiness. With the cohorting of ELA courses (English I, II, III, IV) we can finally work WBL competencies into more of the student's entire schedule. This is particularly true of the Level 1, 2, 3 of the WBL continuum where we can focus on literacy and communication competencies.</p>
Percentage of students who have passed dual enrollment courses with a C- or better	<p>A schoolwide increase from 14% last year to 24% this year is substantial. Offering statistics through BCC on our campus and online access to ASL through Saddleback college have been strong additions. We are introducing English 1a and 1b to our 12th grade students next year as an offering on our campus.</p>	<p>Limited dual enrollment offerings on campus in the regular school day hours.</p>	<p>Increasing partnerships with Peralta and other online city college offerings. We also need to leverage our counseling services to identify and work with our target student population to create four year plans that include appropriate dual enrollment opportunities early on.</p>

Percentage of students in Linked Learning pathways	The exception is students who are on independent study (mainly home hospital or in residential support programs, which is why we cite 98% and not 100% of students being in an LL pathway). Otherwise, every student at OSA is in a pathway. This is the organizational structure of the school.	A challenge is stepping back from privileging sub-pathways to privileging pathways as an organizational and pedagogical focus. This has been a considerable cultural shift as we've noted previously.	In 2020-21 we will cohort ELA courses by pathway. We will continue our nomenclature shifts. We'll be designating pathway leads. In Fall 2021, we will be admitting students by pathway, not subpathway.
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PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Our pathway curriculum is informed by our CTE advisory board and instructors are professional artists with industry experience. We have common prep periods for all teachers. We have regular opportunities for our students to collaborate with industry, post-secondary, and community partners specific to their pathway. Students are regularly working in heterogeneous groups with differentiated support for collaborative learning. Students opportunities to reflect on their collaboration is embedded into the curriculum and instructional strategies of most classes. We actively incorporate feedback from observations into professional development and planning to further develop our practices. Our shared prep time allows for strong team functioning and routinized processes. Our teachers exhibit a growth mindset and are committed to collaboration that is focused on improving student experience and outcomes through pathway structures.	Integrating the pathway aligned technical coursework into core content areas in all grade levels. Further connecting the collaboration opportunities with industry, post-secondary, and community partners into core content classes. We need to ensure consistent WBL and internship opportunities for all students. This will necessitate a redesign of our WBL monitoring system and regular self-assessment and reflection to track the equitable access to these opportunities.	We will be focusing on bringing the industry informed curriculum design into core content classes. We will be fully integrating and cohorting all high school English classes while establishing pathway focused themes in all other core content areas. We will be introducing our Business of the Arts class as a mandatory pathway cohorted class for all 9th grade students. Connecting our senior capstone project to our students' pathway experience. We are also spreading out the pathway leadership to move away from a "top down" approach. This includes redesigning the roll of Pathway Coordinator to enable substantial time for focused support in developing our pathway integration into all core content areas. Also, our english and math department chairs will be allocated FTE time to work with their departments directly on pathway development.
CTE (pages 3,4,5 of rubric)	instruction far exceeds CTE standards in scope and duration; all students taught directly be industry stakeholders in core courses and as guests (before AB-5); pilot of Film/TV sub-pathway within DVM pathway	Growing CTE to include all sub-pathways; coordinating CTE content with academic content and framing Business of Arts with CTE competencies; moving further into compliance with the 12 Indicators of a Strong CTE Program	We plan a comprehensive review of our CTE programming, with the possible/likely move to reconsidering CTE at the pathway level instead of the sub-pathway level. This will assist with the fact that CTE does not truly fit our Performing Arts pathway as well as it does our DVM pathway. But thinking as larger pathways makes CTE more relevant and we could be in compliance with credentialing. We still have a ways to go with dual-enrollment with post-secondary institutions which is very difficult with arts pathways like ours. We also must work on aligning our pathways with national student organizations.

WBL (page 6 of rubric)	OSA regularly exposes students to WBL opportunities beyond Levels 1, 2, 3 of the WBL continuum. Some will get firsthand knowledge of the realities of the work place and have the chance to work directly with professionals and at job sites through gigging and through short-term residencies. Our students are also routinely reached out to for work and from both pathways with roughly equal regularity.	A formalized, process-driven WBL plan with a dedicated coordinator; a culture of WBL; integration of WBL skills into all pathway courses. And as closely to 100% of pathway students in a Level 4 WBL experience by graduation as we can.	Cohorted English I, II, III, IV courses with WBL literacy competencies built in; creating the position of WBL coordinator; reconstituting our industry council to inform curriculum and events
Comprehensive Student Supports (page 7 of rubric)	The Student Support Team meets weekly to develop intervention plans, closely monitor progress and to facilitate communication among the teachers, the student and their families. Students are referred by teachers through weekly requests for feedback and the monthly Student Achievement Report. All students have academic counselors to ensure students on track to graduate, also monitored in small group Advisories at least once a month. Juniors and seniors have career/college counseling meetings and integrated support in their English classes. College nights held on campus and college presentations open to all HS students. One focus of this year's professional development was on trauma informed care and mental health.	Expand opportunities to hold family/teacher conferences to include student led conferences for Q3 and beyond. Dedicated support for students transitioning time management and organizational needs of high school with 9th grade support class led by counselor. Increase student and family participation at evening college fairs. Professional development for teachers differentiation in planning and instruction to support students meet A-G requirements can be focus of department meeting throughout the year.	Juniors and Seniors will have opportunity for college/career support class in their schedule, Cohorted Business of the Arts courses will help develop academic and pathway specific skills, identifying career goals, college options. Dedicated time during staff PD for all teachers to review Student Achievement Report and evaluate interventions. Continued professional development on trauma informed practices and wellness.
Pathway Student Outcomes (page 2 of rubric)	We have established open action access processes to specialized arts courses, AP and Honors courses, and electives. Our student support team closely tracks student progress in all sub groups and has seen substantial improvement in the success of our target group (low-ses) in regards to being on track to graduate.	Despite robust support structures we are still seeing an achievement gap in regards to successful completion of advanced courses. This is particularly notable in students that did not attend OSA for middle school as our early intervention systems in middle school have demonstrated to be successful in reducing this achievement gap.	Further develop our early intervention systems with a specific focus on 9th grade students that did not attend OSA for middle school. We are working on an analysis of our past experience with student success from our various feeder schools to better predict which students are more likely to need more support transitioning to OSA.

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal

What evidence will you look for to know you are successful?

Increase pathway culture and leverage educational benefits	Cohorting will be piloted in all ELA courses (Standard, Honors, AP) which will reach our entire high school population which we estimate will be ~448 students (it's always a moving target). This will allow us to create a pathway and WBL culture. Our cohorting plan for ELA includes building instruction around the continuum of WBL (four steps in the continuum, four years of English). The goal is to create "Culture" is a broad term but our goal is to see evidence of it in two ways. Evidence, while admittedly anecdotal, will be students using the language of pathways and WBL in their interactions and in their courses. As that linguistic culture develops, our rising 8th graders will get a sense of what high school will look like, with its focus on pathways embedded into academics (and as we put out for public view projects and deliverables that come out of cohorted courses like ELA). As we work to more structurally and equitably build in a WBL culture, the language of career will hopefully become more prevalent alongside our historical focus on college. All of this will be in addition to further invoking LL and WBL in school marketing and materials, especially calling it out in the arts part of the pathways where the vast majority of authentic WBL experiences will live, supported by the work being done in (cohorted) academic courses.
Expand and concretize WBL plan as we simultaneously cohort and fully roll-out Business of the Arts (see second row of "Strategic Actions")	As we bring on a position (0.2 FTEs) to work specifically on a WBL plan, evidence of this next year will be a published plan of WBL experiences by grade-level and tied to the cohorting of courses by pathways in (1) ELA courses and (2) Business of the Arts. The Artistic Director/Pathway Coordinator will be the bridge between Academic department chairs, Arts pathways chairs, and WBL coordinator. The plan will then be part of our onboarding process for new students and families, go into the Student Handbook, and go into relevant syllabi. In addition, we will use this WBL plan to full concretize the role of CTE (which is very much focused on WBL competencies and outcomes). In terms of reach, the drafting and approval of a plan must come first. In terms of <i>actual</i> WBL experiences for students, I'm cautious about giving this even a desired number of students reached until we can assess the impact of bringing on a WBL coordinator. A goal would be to work with the Student Support Team to identify students in our target student group to being creating WBL opportunities for them instead of beginning with students outside the target group who may not need as robust supports.
Strategic Actions	
Strategic Actions <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?
English I, II, III, IV Cohorting	Since we're rolling this out in all high school English classes at the same time (as opposed to starting with English I this year, and so on) there are different types of evidence of success. As we do regularly, we'll use survey data to assess the impact of cohorting on students and teachers. Evidence of success is students' ability to articulate the benefits of pathway cohorting in English courses, and the degree to which those benefits have been realized. As we shift ELA instruction to be more pathway-specific, we hope that evidence will be an increase in SRI and SBAC scores as students improve literacy skills in ways that are more authentic. This can't be the main indicator we rely on, but data from school site/state-mandated assessments could give us a sense of whether materials we're relying on in pathway-cohorted courses (in this case, English) are driving improved literacy outcomes. As we start a more intentional shift toward a formalized WBL system (including the hiring for a position specifically created to administer the WBL part of our plan), evidence of a desired outcome would be written artifacts of WBL (resumes, cover letters, presentations) that show a focus in English classes (and in our Business of the Arts course) on authentic pathway-directed reading, writing, and speaking.
Formalizing WBL Plan	We are committing to further formalizing our WBL plan (as mentioned in other parts of this plan) and evidence of our success would be as follows. (1) Students in our Business of the Arts course would be able to articulate the four-step continuum of WBL as it becomes the core organizing principle of the course and of our pathways. (2) This four-part WBL continuum would be an organizing principle of our college/career counseling apparatus, so evidence would be in announcements and materials that describe it. (3) There would be a formalized WBL continuum attached to ELA integration, laying out the types of WBL literacy that would be expected in each year of ELA. (4) We would be developing a formalized WBL plan specifically for students ready for internships (11th or 12th grades) and how internships are assigned credit toward. This would be formalized in our student handbook and in our schedule of courses.

Expanding Arts/Academic Integration (Professional Development)	We will continue the arts-academic integration work we began this year. Before we vacated our campus due to COVID-19, we had set up a series of (mandatory) whole-faculty professional development sessions which were working toward a singular lesson which bridged an arts and academic teacher, so that every student at OSA had at least one purposely-integrated lesson or mini-unit by the end of the current 2019-20 school year. For the 2020-21 school year, we've identified ELA as the main locus of arts/academic integration (via cohorting) and administrative resources around integration will be focused heavily in that core subject area. We'll continue to require arts/academic lessons school wide with the goal of creating more exposure for all students to the benefits of arts/academic integration. Our goal is to go from single lesson, to mini-unit, to unit, to entirely integrated courses. As we explore continuing to cohort going forward, even these limited integrations will give students further insight into what integration can look like, and its inherent benefits. Evidence will be various documents (lesson plans, unit plans, student work) plus specific questions on the annual School Culture Survey that assess what students are understanding/gaining through integration. We'll also work with our pathway coach to expand our professional development opportunities, particularly for our academic faculty where there has been a recognized need for training around integration.
Expanding Business of the Arts	In the 2019-20 school year we piloted Business of the Arts. The course focuses on the entrepreneurial aspects of being a working artist (resumes, interviews, taxes/finance, artistic literacy). A single section was open to all grade levels as an elective. In the 2020-21 school year, the course will be required of every 9th grader at OSA. It will also be cohorted--two sections for Design, Visual, & Media Arts (DVM) and two sections for Performing Arts. The course will also be an A-G approved academic elective. Evidence of success will be assessed in the first year as it is with most any course: through assessment and student feedback. The course will also be re-organized around the four-year WBL continuum, with each unit being one step in the continuum. We'll also gather data as students go through our high school program about the effectiveness of Business of the Arts.

Budget Expenditures**2020-2021 Budget**

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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Professional Development (CTE, Pathway Integration). This professional development will be to support our teachers in pathway integration into core content areas. Also to support our CTE teachers in further developing their programs to provide access to CTE completion to all pathway students. The pathway integration into newly cohorted English classes for all high school students will require specific training for those teachers. We will be taking recommendations for which specific trainings are most applicable to our needs from our pathway consultant.	\$12,000.00			Professional Development Provider	Contract	Design, Visual, Media Arts and Performing Arts
Advisory design for 20-21. Our advisory program focuses on the socio-emotional health of our students to support them as they progress through their pathway. This structure ensures that all students have a point person and advocate to ensure they are making appropriate pathway progress. This stipend is for an employee to design the detailed 36 week curriculum for the 20-21 school year.	\$5,000.00			Advisory Curriculum Design	Stipend	Design, Visual, Media Arts and Performing Arts
Early college credit class. This is for .2 FTE for one of our teachers to monitor and support an online early college credit program that will provide students with access and supports to complete online city college courses through dual enrollment on our campus.	\$15,000.00			Teacher	0.20	Design, Visual, Media Arts and Performing Arts
Young Men of Color class. This is for .2 FTE of one of our teachers to design and teach a course specifically aimed at diminishing our achievement gap by supporting young men of color. This course will be strategically populated with students of our target population (Low SES) and provide supports to these students to ensure appropriate pathway progress and educational opportunities.	\$15,000.00			Teacher	0.20	Design, Visual, Media Arts and Performing Arts
Habits of Mind Class. This is .2 FTE for one of our counselors to teach a habits of mind class focused on supporting low-ses students in developing healthy habits to enable greater pathway success.	\$15,000.00			Counseling	0.20	Design, Visual, Media Arts and Performing Arts
Math Lab. .2 FTE for one of our math teachers to provide additional math supports to students of our target population. Algebra II has been a graduation barrier for many students and this course will provide Algebra II readiness for some and Algebra II support for others.	\$15,000.00			Teacher	0.20	Design, Visual, Media Arts and Performing Arts
Math department pathway integration. .1 FTE to enable our math department chair to have a period a day focused on collaborating with pathway coordinator for pathway integration into math curriculum.	\$8,100.00			Teacher	0.10	Design, Visual, Media Arts and Performing Arts
Consultant. Continued work with Patricia Clark as our consultant to help in our continued pathway development and implementation.	\$10,000.00			Consultant		Design, Visual, Media Arts and Performing Arts

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WBL/Internship Coordination. .2 FTE for an employee to design and oversee the WBL monitoring system and network with community organizations to provide internships to our pathway students in an equitable manner that supports career preparation.	\$16,000.00			WBL/Internship Coordinator	0.20	Design, Visual, Media Arts and Performing Arts
College Success course. .2 FTE for one of our counselors to design and run a college success elective for 1st gen college students to receive supports in the application process and transition from high school to college.	\$12,000.00			Counselor	0.20	Design, Visual, Media Arts and Performing Arts
Funding for travel and conference expenses for pathway teachers to attend the Linked Learning and Arts, Media, and Entertainment professional development conferences in the spring of 2021	\$4,000.00			Conferences		Design, Visual, Media Arts and Performing Arts
Pathway Coordinator. Continuing the role of pathway coordinator as not being part of the role of principal or assistant principal. This shared leadership will help us move into a fully integrated pathway school by having the pathway and measure N oversight sit with a member of our team better networked with the local arts world. The pathway coordinator will be focused on supporting the pathway integration into all core content areas, developing a robust CTE program (with the support of our CTE advisory board), and designing and implementing WBL monitoring tools to ensure all students have access to pathway WBL opportunities.	\$45,000.00			Pathway Coordinator	0.50	Design, Visual, Media Arts and Performing Arts
English department pathway development. .2 FTE for our English department chair to have a period a day focused entirely on pathway development for the newly cohorted department. The department chair will work directly with our pathway coordinator to support this department in implementing the newly designed courses and monitoring the student outcomes through data analysis with a focus on our target student population.	\$18,000.00			Teacher	0.20	Design, Visual, Media Arts and Performing Arts
CTE Coordinator. Stipend for an employee to work with all arts teachers in fully establishing CTE programming that is available to all pathway students. The CTE coordinator will analyze the various trajectories within each of our two pathways to design the CTE structures that ensure all student pathways can be CTE completors.	\$5,000.00			CTE Coordinator	Stipend	Design, Visual, Media Arts and Performing Arts



Measure N 2020-2021 Education Improvement Plan Assessment

Oakland School for the Arts

Checklist of Required Elements:

- ☒ Submitted Measure N Education Improvement Plan
- ☐ Silver Certification Status
- ☒ Submitted Measure N Budget

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) <ul style="list-style-type: none">Rigorous Academics Integrated in PathwayIntegrated Students SupportsWork Based LearningIndustry Theme and CTE Sequence	Score: 3 Rationale: <ul style="list-style-type: none">There is evidence of key pillars of Linked Learning pathwaysSchool has demonstrated clear next steps to deepen alignment between Linked Learning and school mission and vision Feedback for continued progress monitoring: <ul style="list-style-type: none">Continued support from Linked Learning consult will ensure team has the support to develop the full pillars and integrate themCollaborating with consultant to support the work of aligning Linked Learning and school mission and model beyond structural shifts			

Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
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Root Cause Analysis

The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action

- Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.
- Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.
- 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

Score: 3

Rationale:

- School is reflective on student outcomes and provides root causes for challenges that are named
- School has identified important challenges and root causes that if addressed would improve indicators

Feedback for continued progress monitoring:

- School should assess why students are failing or not doing well in courses, it would be important to understand what is causing this initially
- Determine why work-based learning has been delivered so ad-hoc and hasn't been systematized

Pathway Quality Assessment

The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars

- Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars
- Next steps that have been identified support the continuous quality improvement of the pathway(s)
- Self-assessment provides evidence such as concrete examples or references data
- 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 has provided evidence of progress made this year
- School has provided specific strategies that will be implemented next year to address areas of growth, build out pillars, and build capacity to improve integration

Strategic Goals

- 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
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other
- 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
- The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation
- 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

Score: 3

Rationale:

- School has identified goals that connect to key areas of growth identified in the pathway quality assessment
- Goals articulated will develop the key areas that have the largest areas of growth and could really improve the quality and fidelity of the pathway

Strategic Actions

- 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
- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving

Score: 2.5

Rationale:

- School has identified broad initial action steps that prioritize the improvement and the quality of key areas of growth



<ul style="list-style-type: none">equitable student outcomes and building the Work-Based Learning PillarStrategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports PillarStrategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategiesFor large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other	<p>identified in the pathway quality assessment and align to the goals</p> <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none">Consider the specific next steps that would allow you to formalize a plan or expand a course, how will you accomplish these tasks
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Budget</p> <p><i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none">Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement PlanExpenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked LearningExpenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure NExpenditures 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 availableExpenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the schoolExpenditures are necessary due to the existence of Linked Learning pathways at the school site	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none">Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway developmentProposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlinedProposed Measure N budget appears to be supplemental			



Final Recommendation

Probationary, Full Funding

*School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning
School is figuring out how to align Linked Learning to the school mission and vision*

**Measure N funding recommendations for probationary schools were presented and approved December 2019 by the Measure N Commission, and approved by OUSD Board of Education as part of the Probationary School process.*

Strengths:

- Strong pathway quality assessment
- School has clear understanding of important steps needed to align overall school to ensure pathway development work currently being developed can thrive

Key Questions:

- How are you leveraging your pathway structure and pathway experiences to engage students that are struggling and not on track to graduation?
- Your plan mentions the shift of sub-pathways to pathways, what will you do differently this time to ensure that the necessary shifts occur in order to be in alignment with the Linked Learning model?

Next Steps:

What	Suggested Lead	Deliverable	Date
2020-21 Probationary School Check-In	Principal	Meeting with Measure N Staff	Early Fall 2020
2020-21 Probationary School Process <i>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</i>	Principal	Meeting Attendance Site Visit Presentation	Fall 2020
2020-21 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided