

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

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Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H –
College & Career Readiness Commission**

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date

Subject 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Oakland School for the Arts 9128

**Action Requested and
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Oakland School for the Arts as “Approved,” with a total allocation not to exceed \$239,700.00. Resubmitted with the addition of the final score (Revised).

Background

(Why do we need these services? Why have you selected this vendor?)

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2024-2025 Measure N/Measure H Education Improvement Plan - Oakland School for the Arts
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment - Oakland School for the Arts (Revised)

2024-2025 MEASURE H BUDGET

Effective: July 1, 2024 - June 30, 2025

Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$239,700.00	\$239,700.00	\$0.00

**Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (282) multiplied by the per pupil amount of \$850.*

School: OAKLAND SCHOOL FOR THE ARTS

Site #: 9128

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9128-1	Hire a Pathway Coordinator at 1.0 FTE to support all 4 pillars of Linked Learning and all aspects of our pathway development. The Coordinator oversees: the development and implementation of CTE/Core standards; work-based learning continuum; personal development sessions; master class; internships. Additionally, this individual coordinates the integrated projects for all grade levels and manages the CTE art advisory board. This expenditure supports and oversees the entire three year strategic plan and services all high school students. (Salary & Benefit Costs)	\$128,526.00	1300	Certificated Salaries	Pathway Director	1.00	Whole School Design, Visual Media and Performing Arts
9128-2	"Hire a Teacher, (stipend)for Young Women of Color. One of our teachers will design and teach a course specifically aimed at diminishing our achievement gap by supporting young women of color. This expenditure will support the three goals by strategically supporting students of our target population and providing supports to these students to ensure appropriate pathway progress and educational opportunities. (stipend)	\$7,000.00	1120	Certificated Extended Contract	Teacher		Whole School
9128-3	Hire a Teacher, stipend. for Young Men of Color. One of our teachers will design and teach a course specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support the three goals by strategically supporting students of our target population and providing supports to these students to ensure appropriate pathway progress and educational opportunities. (Stipend)	\$7,000.00	1120	Certificated Extended Contract	Teacher		Whole School
9128-4	Consultant Services: Record Label/Music Production Class A consultant will assist/train students on the basics of recording and producing music, mixing, mastering, and editing techniques which help them produce a polished professional record. In addition to learning production, students will learn the art of songwriting and examine and evaluate songwriting concepts that are critical to production. Students will learn the inner workings of major labels including various positions, distribution, press, promotions, and managing budgets for artists.	\$10,000.00	5825	Consultant Services			Whole School
9128-5	Stipends for Student Internships: Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. Approximately 10 students will benefit from these internship stipends (OSA will seek additional internship funding)	\$9,000.00	5800	Consultant Services			Whole School

9128-6	"Travel and Conferences: This expenditure will be used to allow faculty and staff to attend educational conferences and seminars specific to Linked Learning and/or our Pathways. These opportunities allow staff to connect with and build relationships with other educators, share best practices with industry professionals, and discover how to enhance the student educational experience. Up to 5 staff members will attend events including The Linked Learning Conference, and the California Arts, Media, & Entertainment Conference. These opportunities will support the realization of all 3 of our Strategic Goals."	\$8,165.00	5200	Travel and Conferences			Whole School
9128-7	"Hire a Business of the Arts Teacher, at .20 FTE for the Design, Visual, Media Arts Pathway. Teacher for a pathway cohorted course is taken by all 9th grade students that focuses on supporting our students in their trajectory as an art student at OSA with focus on career preparation and entrepreneurship. This course is taught by a professional artist and will solidify student pathway identification as they enter high school. (Salary & Benefit Costs)"	\$16,606.00	1250	Certificated Salaries	Teacher	0.2 FTE	Design, Visual, Media Arts
9128-8	"Hire a Teacher, at .10 FTE for Senior Capstone in the Pathways. Teacher for a pathway cohorted course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs) "	\$8,303.00	1250	Certificated Salaries	Teacher	.1 FTE	Design, Visual, Media Arts
9128-9	"Hire a Business of the Arts Teacher at 0.2 FTE for the Performing Arts pathway. 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. (Salary and benefits) "	\$22,550.00	1250	Certificated Salaries	Teacher	0.2 FTE	Performing Arts
9128-10	"Hire a Teacher, at .20 FTE for Senior Capstone in the Pathways. Teacher for a pathway cohorted course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs) "	\$22,550.00	1250	Certificated Salaries	Teacher	0.2 FTE	Performing Arts

School Name:	Oakland School for the Arts	Site #:	9128
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Pathway Name(s):	Design, Visual & Media Arts - Performing Arts
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School Description

Oakland School for the Arts offers a full and well balanced artistic experience, representing ten art industry sectors, and various industry aligned electives. The curriculum is enhanced by innovative performance projects, master classes by dynamic guest artists, and the thoughtful integration of arts and academics projects with contemporary topics such as entrepreneurship, activism, and community.

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

2023-24 Total Enrollment Grades 9-12									2023-24 Total Enrollment		% Current Newcomers
421									421		12.0%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	30.0%	66.0%	55.0%	21.6%	0.5%	0.0%	12%	11.6%	0.04		
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported		
	23.0%	1.0%	5.0%	11.0%	1.0%	1.0%	30.0%	22.0%	0.0%		
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American Students					

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this [Data Dictionary](#) for definitions of the Indicators.

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	96.0%	97%	100.00%				100.00%
Four-Year Cohort Dropout Rate	4.0%	3%	2.00%		2.00%		100%
A-G Completion Rate (12th Grade Graduates)	80.0%	80%	90.00%		95.00%		100.00%
On Track to Graduate - 9th Graders	61.0%	66%	70.00%		80.00%		85.00%
9th Graders meeting A-G requirements	80.0%	76%	85.00%		90.00%		90.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	100.0%	100.0%	100.00%		100.00%		100.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	49.0%	60.0%	75.00%		85.00%		90.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	88.0%	88%	96.00%		99.00%		100.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.0%	18%	20.00%		35.00%		50.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	72.0%	65%	80.00%		90.00%		100.00%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	96.0%	92%	98.00%		100		100.00%
Four-Year Cohort Dropout Rate	4.0%	8%	2.00%		0.00%		0.00%
A-G Completion - 12th Grade (12th Grade Graduates)	64.0%	58%	70.00%		80.00%		90.00%
On Track to Graduate - 9th Graders	60.0%	48.0%	65.00%		75.00%		80.00%
9th Graders meeting A-G requirements	46.0%	48.0%	49.00%		50.00%		70.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	4.0%	10.0%	20.00%		70.00%		99.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	14.0%	6.0%	16.00%		20.00%		25.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.00%		100.00%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	88.0%	88%	90.00%		98.00%		99.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	5.0%	19%	10.00%		20.00%		35.00%

College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	65.0%	46%	75.00%		80.00%		90.00%
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ROOT CAUSE ANALYSIS
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator	Strengths	Challenges
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	Our students remain engaged in their arts and academic curriculum, which gives them motivation to attend and graduate.	We could do better to identify alternate paths for students who may benefit from an internship, specific workplace learning and/or a pathway into a trade.
A-G Completion - 12th Grade	In order to improve our A-G completion rate over the past three years, we initially worked with our pathway coach to conduct an a-g audit, identified courses which were not yet a-g approved, and developed and submitted a-g course descriptions for approval for many of these courses.	As our curriculum has evolved, we have added new courses and not all are a-g approved. In addition, because of student learning loss during the COVID-19 pandemic, more students are struggling to succeed in academically challenging courses, especially in mathematics and science. And there is little space in our schedule for credit recovery opportunities. There is a need to make a-g curriculum the default curriculum for all and to provide professional development that helps teachers engage, support, and scaffold for student success. There is also a need to develop new approaches to student support, including peer to peer tutoring, and new approaches to credit recovery. In addition, we need to do more to educate students and their families about the importance of a-g completion.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	We are improving in terms of students in the 9th grade who meet A-G requirements.	In 21-22 our 9th grade on track to graduate rate was 61%. Many 9th graders are challenged because of knowledge and skill gaps during the pandemic. Hands on project based learning helps students retain and master. We are adjusting out teaching practices to support the 9th students.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	We are consistently preparing students to enroll in two and four year colleges. Students have many examples of OSA alums being successful in pursuing their arts and other subjects in four year programs and through community college transfer programs.	We are focused on improving outcomes for students who are first generation, providing more support for college search and financial aid education for students and parents.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	The number of students entering internships is steadily growing. All of our seniors are either participating in work-site internships or working with outside industry professionals on a range of experiences that includes performance, class.	The challenge with seniors is they are often overwhelmed with preparing for postsecondary education, completing senior projects, and senior activities, real life decisions, budgeting, scholarships, and the overall fear of the future.
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	More and more of our students take community college courses, both dual and concurrent enrollment and excel at them.	We could do more to encourage community college enrollment during the summer for students who don't have room in their schedules during the year.
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		

2023-2024: YEAR ONE ANALYSIS

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2023-24 Strategic Actions
 Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Strategic Action 1. We will continue to implement and refine our cycle of continuous improvement and focus on mastery based learning, AVID strategies, and smart goal setting.

Strategic Action 2. At each grade level students will complete passage requirements that include Work-Based Learning experiences.

Strategic Action 3. Create more opportunities for faculty to attend pathway related workshops, conferences, and learning experiences.

Strategic Action 4. Implement an advisory board designed formative assessment that will help uncover student strengths, weaknesses, areas of improvement and areas of growth. Based on the outcomes, faculty and student co-create an individualized plan of action.

Strategic Action 5. Implement strategies designed to support success for young men of color and African American students.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p>Hire a Pathway Coordinator at 1.0 FTE to support all 4 pillars of Linked Learning and all aspects of our pathway development. The Coordinator oversees: the development and implementation of CTE/Core standards; work-based learning continuum; personal development sessions; master class; internships. Additionally, this individual coordinates the integrated projects for all grade levels and manages the CTE art advisory board. This expenditure supports and oversees the entire three year strategic plan and services all high school students. (Salary & Benefit Costs)</p>	\$128,526.00	1300	Certificated Salaries	Pathway Coordinator	1.00	Whole School
<p>Hire a Teacher, at .20 FTE for Young Men of Color. One of our teachers will design and teach a course specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support the three goals by strategically supporting students of our target population and providing supports to these students to ensure appropriate pathway progress and educational opportunities. (Salary & Benefit Costs)</p>	\$18,000.00	1120	Certificated Salaries	Teacher	0.20	Whole School
<p>Consultant Services: Record Label/Music Production Class A consultant will assist/train students on the basics of recording and producing music, mixing, mastering, and editing techniques which help them produce a polished professional record. In addition to learning production, students will learn the art of songwriting and examine and evaluate songwriting concepts that are critical to production. Students will learn the inner workings of major labels including various positions, distribution, press, promotions, and managing budgets for artists.</p>	\$10,000.00	5825	Consultant Services			Whole School
<p>Stipends for Student Internships: Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. Approximately 10 students will benefit from these internship stipends (OSA will seek additional internship funding)</p>	\$5,187.00	5800	Consultant Services			Whole School
<p>Consultant Services: Contract with All Tied Up This vendor is a mentoring program that works to promote positive outcomes in underserved boys of color. The program gives students tools to help with social, emotional and mental health, physical health and hygiene, networking skills, financial health, college, and entrepreneurship resources. This expenditure supports our efforts to improve outcomes for our target population. We aim to serve a total of 60 students.</p>	\$5,187.00	5825	Consultant Services			Whole School
<p>Hire a Teacher, at .20 FTE for Senior Capstone in the Pathways. Teacher for a pathway cohort course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs)</p>	\$24,000.00	1100	Certificated Salaries	Teacher	.20 FTE	Whole School

2024-2025: YEAR TWO

Strategic Actions

2023-2024 Strategic Actions

Reflection on 2023-2024 Strategic Actions

For the Year 1 Strategic Actions, answer:

- Are you on track for accomplishing the actions for the related goal this school year?
- If so, what has been done or will be done by the end of the year to accomplish it?
- If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

Strategic Action 1. We will continue to implement and refine our cycle of continuous improvement and focus on mastery based learning, AVID strategies, and smart goal setting.

We are currently on track for accomplishing this strategic action. In the 2023-24 school year teachers were trained to use AVID strategies to improve reading and writing skills across all content areas. Professional development sessions included standards aligned unit planning, curriculum development focused on reading strategies, student goal setting and reflection and implementation of academic success programs to support small groups of learners, including our pathway focal group students. The AVID program and training was the foundation for intervention courses and instruction were offered in 2023-24, which we will continue to build throughout 2024-25 and beyond. For OSA, the vertical alignment and smart goal setting were critical elements of the foundation for our integrated program of study. In years two and three we will continue these strategies as we also advance our interdisciplinary learning and teaching including the implementation of our schoolwide "Arts in Activism" project.

Hire a Pathway Coordinator at 1.0 FTE to support all 4 pillars of Linked Learning and all aspects of our pathway development. The Coordinator oversees: the development and implementation of CTE/Core standards; work-based learning continuum; personal development sessions; master class; internships. Additionally, this individual coordinates the integrated projects for all grade levels and manages the CTE art advisory board. This expenditure supports and oversees the entire three year strategic plan and services all high school students. (Salary & Benefit Costs)	\$128,526.00	1300	Certificated Salaries	Pathway Director	1.00	Whole School Design, Visual Media and Performing Arts	Approved
"Hire a Teacher, (stipend)for Young Women of Color. One of our teachers will design and teach a course specifically aimed at diminishing our achievement gap by supporting young women of color. This expenditure will support the three goals by strategically supporting students of our target population and providing supports to these students to ensure appropriate pathway progress and educational opportunities. (stipend)	\$7,000.00	1120	Certificated Extended Contract	Teacher		Whole School	Conditionally Approved
Hire a Teacher, stipend. for Young Men of Color. One of our teachers will design and teach a course specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support the three goals by strategically supporting students of our target population and providing supports to these students to ensure appropriate pathway progress and educational opportunities. (Stipend)	\$7,000.00	1120	Certificated Extended Contract	Teacher		Whole School	Conditionally Approved
Consultant Services: Record Label/Music Production Class A consultant will assist/train students on the basics of recording and producing music, mixing, mastering, and editing techniques which help them produce a polished professional record. In addition to learning production, students will learn the art of songwriting and examine and evaluate songwriting concepts that are critical to production. Students will learn the inner workings of major labels including various positions, distribution, press, promotions, and managing budgets for artists.	\$10,000.00	5825	Consultant Services			Whole School	Conditionally Approved
Stipends for Student Internships: Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. Approximately 10 students will benefit from these internship stipends (OSA will seek additional internship funding)	\$9,000.00	5800	Consultant Services			Whole School	Conditionally Approved
"Travel and Conferences: This expenditure will be used to allow faculty and staff to attend educational conferences and seminars specific to Linked Learning and/or our Pathways. These opportunities allow staff to connect with and build relationships with other educators, share best practices with industry professionals, and discover how to enhance the student educational experience. Up to 5 staff members will attend events including The Linked Learning Conference, and the California Arts, Media, & Entertainment Conference. These opportunities will support the realization of all 3 of our Strategic Goals."	\$8,165.00	5200	Travel and Conferences			Whole School	Conditionally Approved

Pathway Name:	Performing Arts		
Mission and Vision	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.		
PATHWAY QUALITY ASSESSMENT			
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All students are enrolled in pathway courses, Oakland School for the Arts meet the standard for "an equitable, open admissions policy" noted in the quality standards. We offer dual-enrollment courses that all 10th graders -12th graders have an option of taking. Students in 11th and 12th grade have AP Courses in their schedule. We have added additional supports for our targeted student populations, which include new enrichment programs: young men of color achievement, and Young women's leadership group. Both of these new offerings have been established to address social economic needs, helping to build positive racial and ethnic identity. Navigating through the impact and challenges targeted students face can be mitigated by helping them recognize their strengths.	We need to create more time and opportunities to meet with families to educate them about all aspects of graduation requirements, A-G completion, Work-Based Learning, and Dual Enrollment. This will enable families to support their students on the path towards equitable college and career readiness. Additionally, more tiered support for our most struggling students is necessary in order to ensure all students are on track to graduate in 4 years.	We will implement quarterly grade level parent meetings to educate parents on the importance of AP, A-G, and summer college courses that all students should be talking. We will invite college representatives and career professionals to come and speak on post-secondary and career pathways. We will be implementing the cycle of continuous improvement which includes student goal setting with bench mark check ins, formative assessments that all instructors will conduct 4 times (September, November, January, and March). At the end of March the common summative assessment will begin. Findings will be shared with the student and parent, in order to make informed decisions on next steps of support. We will look at adding more options for early college credits through gaining more partnerships.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Work Based Learning Plans: Our Business of the Arts classes focus on career awareness and career exploration. They offer pathway-specific training to students on business skills, which prepares graduates for post-secondary education or a career. Curriculum blends the student learning experience with practical necessities that are used in any industry, i.e. seeking the best college for intended career, taking courses that are career specific, job search, resume writing, mock interviews, income tax filing. Self-assessment is conducted by students backwards mapping college and career goals, and writing reflections. Our students participate in internships with pathway specific businesses. Our employers are given weekly progress report forms that help us to identify student strengths, program strengths and areas of improvement.	Adjusting our master schedule to accommodate more work based learning opportunities such as off campus internships and job shadowing. Broadening our internship program to include sophomores.	Review, revise, and enhance our work based learning continuum. Implement a work based learning tracker which will allow teachers to document grade level goals and input the work being done around career awareness and career exploration.

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Additional academic support periods and small group tutoring have been formalized and structured into academic program. Credit recovery built into master schedule resulted in 96% graduation rate for the 21-22 class as they returned to in school instruction. Parent volunteers, high school seniors and teachers have provided content based support in afternoon academic support periods offered twice a week. Increased number of family/teacher conferences to include student led conferences. Though the launch of the AVID small school program, professional development for teachers differentiation focused on planning and instruction to support students meet A-G requirements can now be focus of department meetings throughout the year.</p>	<p>-Expansion of mental health services, family outreach, harm prevention and small group counseling through a dedicated wellness center. - All students understand and monitor own graduation path, credits accrued -Increase number of students in internships and receiving early college credit. -Earlier and more regular career/college counseling meetings with designated pathway aligned counselor. -Increased collaboration with pathway coordinator and student support team and in COS/SST processes.</p>	<p>-AVID elective for students that includes college and career exploration, skill development, goal setting, time management and organizational needs. -Courses dedicated to middle and high school cohorts. -Student accountability and self reflection on learning will culminate in presentation of learning in senior year. -All students will be assigned a counselor by pathway. -College nights held on campus and college presentations open to all HS students. -Quarterly, all staff review the Student Achievement Report to collaboratively develop individualized support plans and point people to monitor progress of students</p>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

Goal #1: By 2026	By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to the learn the fundamentals of teaching arts education and explore the profession of artist educators.
Goal #2: By 2026	By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.
Goal #3: By 2026	By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.

Pathway Strategic Actions

Strategic Actions for 2023-24

What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors.
	Using a guided curriculum, our arts teachers will prepare students to serve as peer to peer artist educators.
	Provide opportunities for juniors and seniors to teach middle school students and others in the community. Our peer to peer artist educators program engages students and builds leadership and the confidence students will need to meet the demands of real world workforce.
Strategic Actions for Goal #2	With input from our art advisory board and industry partners, our 9th through 11th grade teachers teams will design and implement two interdisciplinary projects each year.
	Our pathway coordinator, working in partnership the art advisory board members and art chairs, will engage industry professionals in support of evaluations of student interdisciplinary project work.
	The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.
Strategic Actions for Goal #3	Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses.
	Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme.
	Design and implement outreach campaigns to promote dual enrollment to students and parents.

Pathway Budget Expenditures

2023-2024 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Hire a Business of the Arts Teacher at 0.3 FTE for the Performing Arts pathway. This is a pathway cohorting 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. (Salary and benefits)	\$32,000.00	1250	Certificated Salaries	Teacher	0.30	Performing Arts

2024-2025: YEAR TWO

Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.	As of Fall of 2023, the first phase of achieving this goal was to recruit senior students to intern as artists in residence in our "Step It Up" after school program. Phase two includes a re-working of the master schedule to support the inclusion of senior and junior students as interns in lower grade level classrooms. Phase three of meeting this strategic goal will include drafting a guided curriculum/framework for teachers to instruct and support the artists in residence students. What has supported this goal is having a TA program in place. All phases of this strategic actions will be completed by 2026. All of our students work as either paid or unpaid interns. For example, design visual and media arts students work directly with Another planet, and Local 107. All of our students participate in internships during Oakland Style week, including serving as producer assistants, fashion assistants, stage managers and assistant performers. Some students work as interns on the OSA Telegraph newsletter; others serve as interns at KOSA radio station; and at 1819 Records. Their internships include reflections on learning and biweekly employer evaluations.
By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.	Strategic action will remain the same. Phase one of meeting this strategic action has been starting with all faculty personal development meetings focusing on standards and vertical alignment work which has lent to a greater understanding of the cross-fertilizations between arts and academics. Our pathway director has implemented yearly grade level art and academic projects as a part of the weekly personal development meetings. Over the course of three months the arts and academic faculty members of all grade levels will be assigned to small groups, given the theme and begin working collaboratively on creating their units. What has hindered this goal has been scheduling the time for students presentations from both arts and academic teams at the same time. However we are in the process of looking into holding the first presentations over assemblies. We should have a resolve for the dilemma by working on the schedule and be ready to implement in the new school year.
By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.	Strategic action will remain the same. Given our commitment to the arts we have decided to broaden the college access program to include concurrent enrollment. We arrived at this decision given two key factors. With the commitment to arts and an extended school day, the younger grades (9th and 10th) do not have space in their schedule to accommodate a dual enrollment course. Furthermore, in ensuring that we are not burning students out, given that the OSA High School academic and artistic program is quite demanding as a result of our extended school day and rigorous academic program, concurrent enrollment allows students to take advantage of a wide variety of courses at their own pace as their schedules allow. In an effort to prioritize internships during the school day by expanding to concurrent enrollment students have the opportunity to do both.

Pathway Strategic Actions Reflection	
2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1 Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors. Using a guided curriculum, our arts teachers will prepare students to serve as peer to peer artist educators. Provide opportunities for juniors and seniors to teach middle school students and others in the community. Our peer to peer artist educators program engages students and builds leadership and the confidence students will need to meet the demands of real world workforce.	- We are on track with this strategic goal for this year. In reviewing our plan to build a new curriculum we reevaluated, taking into time, cost and considering our teachers current workload we have decided not to add an additional curriculum but rather to update our teacher assistant program guidelines, structuring -We are currently on track for this strategic goal. Seniors and juniors are now offered an opportunity to teach middle school and students outside of the OSA community. Through our "Step It Up" program. We are also redefining our teacher assistant program to reflect a more hands on approach that will support our artist in residence program. The teachers will have the guidelines and best practices goals for the student learning to model. We are currently in the process of reevaluating the teacher assistant program, our plan is to update that program guidelines to reflect the artist in residence guidelines. We have already map out how we adjust the master schedule to include the artist in residence course. We will implement this in the 2024/25 new school year.

<p>23-24 Strategic Actions for Goal #2</p>	<p>With input from our art advisory board and industry partners, our 9th through 11th grade teachers teams will design and implement two interdisciplinary projects each year.</p> <p>Our pathway coordinator, working in partnership the art advisory board members and art chairs, will engage industry professionals in support of evaluations of student interdisciplinary project work.</p> <p>The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.</p>	<p>-We are currently on track with this goal. With the guidance of the art advisory board mapped out how to execute a two part interdisciplinary project that would be executed over a 2 year period through our advisory classes. In 2023 Our students were given prompts to hold discussions about using images to bring awareness, in the next session they were asked to create signs and images, in session three all grade levels went outside and using chalk they drew the images and wrote positive statements all around our school. This year the students will begin holding discussions around the impact of artist movements, freedom of speech, and creating safe environments through arts focused projects. This project will be completed in May of 2024.</p> <p>-We are currently on track with this strategic goal. We will implement a jury examination at the end of each semester. Our arts advisory board members and chairs will create pathway specific rubrics that will be used in the examination process, students will be judged on creativity, originality, professionalism and overall artist expression. The first semester's jury panel will be made up of student peers, the second and final jury examination will be made up of industry professionals.</p> <p>-We are currently on track with meeting this goal. We have restructured our weekly personal development sessions to include grease level meetings. This is a time for teachers to collaborate, share best practices, and discuss strategies for better student outcomes.</p>
<p>23-24 Strategic Actions for Goal #3</p>	<p>Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses.</p> <p>Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme.</p> <p>Design and implement outreach campaigns to promote dual enrollment to students and parents.</p>	<p>We are on track with the strategic goal. Phase one, We have targeted the faculty members who qualified to teach a dual enrollment course. Phase two we will hold an informational session explaining how the process works and the benefits of becoming a dual enrollment teacher. Phase three, we will seek out colleges who will accept an OSA teacher as a dual enrollment partner. This goal should be met by 2026.</p> <p>-We are on track with this strategic goal. As we continue to seek out dual enrollment partnerships that directly align with our pathway curriculum mapping it has been challenging to partner with Peralta, the course offerings under the Peralta umbrella are limited when it comes to the arts. However we are in talks with west valley college who has a fashion department that aligns with our curriculum mapping. Other colleges in Chabot college and Diablo Valley college. We need help in ascertaining permission for partener outside of the Peralta college system and we are currently seeking assistance with this issue. Our rational for this is that given our commitment to the arts we have decided to broaden the college access program to include concurrent enrollment. We arrived at this decision based on two key factors. With an extended school day devoted to our arts programming, the younger grades (9th and 10th) do not have space in their schedule to accommodate a dual enrollment course. Furthermore, in ensuring that we are not burning students out, given that the OSA High School academic and artistic program is quite demanding, concurrent enrollment allows students to take advantage of a wide variety of courses as their schedules allow.</p> <p>-We are currently on track with this strategic goal. We have hired a new college and career counselor who is taking an active role in parent and student communication. We have started holding grade level parent meetings with each leadership team member presenting a specialized presentation within the framework of these meetings. Our head counselor speaks about the a-g course and the importance of having a-g classes, after our presentations we hold a Q&A for parents and students. This year we have had 5 or more meetings so far, and will continue to hold these sessions in the future.</p>
<p>Pathway Strategic Actions 2024-2025</p>		
<p><i>2024-2025 Strategic Actions</i></p>		
<p><i>Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</i></p>		
<p>Goal #1: By 2026</p>	<p>By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to the learn the fundamentals of teaching arts education and explore the profession of artist educators.</p>	<p>New or Revised Strategic Actions for Goal #1</p> <p>1. Review and finalize the master schedule to assure that juniors and seniors, especially our focal group students, have access to artist and residence internship oppertunities 2. Review examples of exemplary artist in residence curriculum and work with art advisory board, key faculty, and other stakeholders to define program goals, objectives, and selection criteria. 3. To intentionally ensure that a mastery based learning approach helps guide the work we do to develop our students as artist educators. 4. Schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts. 5. Assist students, especially our focal group students, in compiling evidence of their work and reflections into portfolios showcasing their achievements and skills acquired during the residency. 6. Provide our artist in residence interns with guidance on resume building, writing artist statements, and other professional development skills relevant to pursuing a career in the arts.</p>
<p>Goal #2: By 2026</p>	<p>By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.</p>	<p>New or Revised Strategic Actions for Goal #2</p> <p>1. Continue to facilitate professional development focused on standards, curriculum alignment, and interdisciplinary PBL in order to foster a greater understanding of the cross-fertilizations between arts and academics. 2. Our Pathway Coordinator will support Interdisciplinary grade level teaching teams as they implement the arts and activism project. 3. The Principal and Pathway Coordinator will facilitate regular check-ins to ensure adherence to PBL gold standards and alignment with core academic and CTE standards. 4. Intentionally include scaffolding for student success, i.e. support from peer educators. and monitor and support the progress of focal group students. 5. Involve our arts pathway advisory board and other industry partners as project mentors/consultants who will provide feedback and help to guide both project and student success. 6. Facilitate a final exhibition of student interdisciplinary project work and reflections on learning.</p>

<p>Goal #3: By 2026</p>	<p>By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.</p>	<p>New or Revised Strategic Actions for Goal #3</p>	<ol style="list-style-type: none"> 1. Conduct a dual enrollment assets, needs, and interests assessment that involves students, teachers, counselors, administrators, parents, and other key stakeholders. Update and develop new CAPP agreements with local community colleges and other postsecondary partners as needed. Target and establish new partnerships with local colleges or universities who offer pathway aligned courses to participate in the concurrent enrollment program. 2. Ascertain which existing OSA faculty are qualified to teach dual enrollment courses (i.e., have their master degree in an art-related discipline or in another discipline). 3. For our focal group students will offer prep workshops to include academic advising, tutoring, counseling or peer support to help our focal group students develop the skills and knowledge needed for success in college-level coursework. 4. Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.
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Pathway Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

<p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><small>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</small></p>	<p>COST</p>	<p>OBJECT CODE</p>	<p>OBJECT CODE DESCRIPTION</p>	<p>POSITION TITLE</p>	<p>FTE</p>	<p>PATHWAY NAME (if applicable)</p>	<p>Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i></p>	<p>Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i></p>
<p>"Hire a Business of the Arts Teacher at 0.2 FTE for the Performing Arts pathway. 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. (Salary and benefits)</p>	<p>\$22,550.00</p>	<p>1250</p>	<p>Certificated Salaries</p>	<p>Teacher</p>	<p>0.2 FTE</p>	<p>Performing Arts</p>	<p>Approved</p>	
<p>"Hire a Teacher, at .20 FTE for Senior Capstone in the Pathways. Teacher for a pathway cohorted course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs)</p>	<p>\$22,550.00</p>	<p>1250</p>	<p>Certificated Salaries</p>	<p>Teacher</p>	<p>0.2 FTE</p>	<p>Performing Arts</p>	<p>Approved</p>	

Pathway Name:	Design, Visual, Media				
Mission and Vision	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.				
PATHWAY QUALITY ASSESSMENT					
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>		
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All students are enrolled in pathway courses, Oakland School for the Arts meet the standard for "an equitable, open admissions policy" noted in the quality standards. We offer dual-enrollment courses that all 10th graders -12th graders have an option of taking. Students in 11th and 12th grade have AP Courses in their schedule. We have added additional supports for our targeted student populations, which include new enrichment programs: young men of color achievement, and Young women's leadership group. Both of these new offerings have been established to address social economic needs, helping to build positive racial and ethnic identity. Navigating through the impact and challenges targeted students face can be mitigated by helping them recognize their strengths.	We need to create more time and opportunities to meet with families to educate them about all aspects of graduation requirements, A-G completion, Work-Based Learning, and Dual Enrollment. This will enable families to support their students on the path towards equitable college and career readiness. Additionally, more tiered support for our most struggling students is necessary in order to ensure all students are on track to graduate in 4 years.	We will implement quarterly grade level parent meetings to educate parents on the importance of AP, A-G, and summer college courses that all students should be talking. We will invite college representatives and career professionals to come and speak on post-secondary and career pathways. We will be implementing the cycle of continuous improvement which includes student goal setting with bench mark check ins, formative assessments that all instructors will conduct 4 times (September, November, January, and March). At the end of March the common summative assessment will begin. Findings will be shared with the student and parent, in order to make informed decisions on next steps of support. We will look at adding more options for early college credits through gaining more partnerships.		
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Work Based Learning Plans: Our Business of the Arts classes focus on career awareness and career exploration. They offer pathway-specific training to students on business skills, which prepares graduates for post-secondary education or a career. Curriculum blends the student learning experience with practical necessities that are used in any industry, i.e. seeking the best college for intended career, taking courses that are career specific, job search, resume writing, mock interviews, income tax filing. Self-assessment is conducted by students backwards mapping college and career goals, and writing reflections. Our students participate in internships with pathway specific businesses. Our employers are given weekly progress report forms that help us to identify student strengths, program strengths and areas of improvement.	Adjusting our master schedule to accommodate more work based learning opportunities such as off campus internships and job shadowing. Broadening our internship program to include sophomores.	Review, revise, and enhance our work based learning continuum. Implement a work based learning tracker which will allow teachers to document grade level goals and input the work being done around career awareness and career exploration.		

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Additional academic support periods and small group tutoring have been formalized and structured into academic program. Credit recovery built into master schedule resulted in 96% graduation rate for the 21-22 class as they returned to in school instruction. Parent volunteers, high school seniors and teachers have provided content based support in afternoon academic support periods offered twice a week. Increased number of family/teacher conferences to include student led conferences. Though the launch of the AVID small school program, professional development for teachers differentiation focused on planning and instruction to support students meet A-G requirements can now be focus of department meetings throughout the year.</p>	<p>-Expansion of mental health services, family outreach, harm prevention and small group counseling through a dedicated wellness center. - All students understand and monitor own graduation path, credits accrued -Increase number of students in internships and receiving early college credit. -Earlier and more regular career/college counseling meetings with designated pathway aligned counselor. -Increased collaboration with pathway coordinator and student support team and in COS/SST processes.</p>	<p>-AVID elective for students that includes college and career exploration, skill development, goal setting, time management and organizational needs. -Courses dedicated to middle and high school cohorts. -Student accountability and self reflection on learning will culminate in presentation of learning in senior year. -All students will be assigned a counselor by pathway. -College nights held on campus and college presentations open to all HS students. -Quarterly, all staff review the Student Achievement Report to collaboratively develop individualized support plans and point people to monitor progress of students</p>		
2023-2024: YEAR ONE ANALYSIS					
Pathway Strategic Goals					
<p>Pathway Quality Strategic 3 Year Goals <i>Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i></p>					
Goal #1: By 2026	By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.				
Goal #2: By 2026	By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.				
Goal #3: By 2026	By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.				
Pathway Strategic Actions					
Strategic Actions for 2023-24					
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>					
Strategic Actions for Goal #1	Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors.				
	Using a guided curriculum, our arts teachers will prepare students to serve as peer to peer artist educators.				
	Provide opportunities for juniors and seniors to teach middle school students and others in the community. Our peer to peer artist educators program engages students and builds leadership and the confidence students will need to meet the demands of real world workforce.				
Strategic Actions for Goal #2	Our pathway coordinator, working in partnership the art advisory board members and art chairs, will engage industry professionals in support of evaluations of student interdisciplinary project work.				
	With input from our art advisory board and industry partners, our 9th through 11th grade teachers teams will design and implement two interdisciplinary projects each year.				
	The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.				
Strategic Actions for Goal #3	Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses.				
	Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme.				
	Design and implement outreach campaigns to promote dual enrollment to students and parents.				
Pathway Budget Expenditures					
2023-2024 Pathway Budget					

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Hire a Business of the Arts Teacher, at .20 FTE for the Design, Visual, Media Arts Pathway. Teacher for a pathway cohorted course is taken by all 9th grade students that focuses on supporting our students in their trajectory as an art student at OSA with focus on career preparation and entrepreneurship. This course is taught by a professional artist and will solidify student pathway identification as they enter high school. (Salary & Benefit Costs)	\$18,500.00	1250	Certificated Salaries	Teacher	0.20	Design, Visual, Media Arts

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.	Strategic goal 1 will remain the same. As of 2023 the first phase of achieving this goal has been to hire senior students to work as artists in residence in our step it up after school program. Phase two included a re-working of the master schedule to include senior and junior students to work in lower grade level classrooms assisting teachers "Artists In Residence.", Phase three of meeting strategic goal will include drafting a guided curriculum for teachers to instruct artists in residence students. What has supported this our progress towards this goal is having a program in place that we were able to utilize as a training ground for our students. All phases of this strategic actions will be completed by 2026
By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.	Strategic goal 2 will remain the same. Phase one of meeting this strategic action has been starting with all faculty personal development meetings focusing on standards and vertical alignment work which has lent to a greater understanding of the cross-fertilizations between arts and academics. Our pathway director has implemented yearly grade level art and academic projects as a part of the weekly personal development meetings. Over the course of three months the arts and academic faculty members of all grade levels will be assigned to small groups, given the theme and begin working collaboratively on creating their units. What has supported in making this undertaking a smooth process is we piloted this with just one english and one art class first to gain a sense of what the outcome would be before implementing a full all grade level project.
By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.	Strategic goal 3 will remain the same. Given our commitment to the arts we have decided to broaden the college access program to include concurrent enrollment. We arrived at this decision given two key factors. With the commitment to arts and an extended school day, the younger grades (9th and 10th) do not have space in their schedule to accommodate a dual enrollment course. Furthermore, in ensuring that we are not burning students out, given that the OSA High School academic and artistic program is quite demanding as a result of our extended school day and rigorous academic program, concurrent enrollment allows students to take advantage of a wide variety of courses at their own pace as their schedules allow. In an effort to prioritize internships during the school day by expanding to concurrent enrollment students have the opportunity to do both.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1 Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors. Using a guided curriculum, our arts teachers will prepare students to serve as peer to peer artist educators. Provide opportunities for juniors and seniors to teach middle school students and others in the community. Our peer to peer artist educators program engages students and builds leadership and the confidence students will need to meet the demands of real world workforce.	 We are on track with this strategic goal for this year. In reviewing our plan to build a new curriculum we reevaluated, taking into time, cost and considering our teachers current workload we have decided not to add an additional curriculum but rather to update our teacher assistant program guidelines, structuring We are currently on track for this strategic goal. Seniors and juniors are now offered an opportunity to teach middle school and students outside of the OSA community. Through our "Step It Up" program. We are also redefining our teacher assistant program to reflect a more hands on approach that will support our artist in residence program. The teachers will have the guidelines and best practices goals for the student learning to model.
Our pathway coordinator, working in partnership the art advisory board members and art chairs, will engage industry professionals in support of evaluations of student interdisciplinary project work.	-We are currently on track with this goal. With the guidance of the art advisory board mapped out how to execute a two part interdisciplinary project that would be executed over a 2 year period through our advisory classes. In 2023 Our students were given prompts to hold discussions about using images to bring awareness, in the next session they were asked to create signs and images, in session three all grade levels went outside and using chalk they drew the images and wrote positive

23-24 Strategic Actions for Goal #2	<p>With input from our art advisory board and industry partners, our 9th through 11th grade teachers teams will design and implement two interdisciplinary projects each year.</p> <p>The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.</p>	<p>statements all around our school. This year the students will begin holding discussions around the impact of artist movements, freedom of speech, and creating safe environments through arts focused projects. This project will be completed in May of 2024.</p> <p>-We are currently on track with this strategic goal. We will implement a jury examination at the end of each semester. Our arts advisory board members and chairs will create pathway specific rubrics that will be used in the examination process, students will be judged on creativity, originality, professionalism and overall artist expression. The first semester's jury panel will be made up of student peers, the second and final jury examination will be made up of industry professionals.</p> <p>-We are currently on track with meeting this goal. We have restructured our weekly personal development sessions to include grease level meetings. This is a time for teachers to collaborate, share best practices, and discuss strategies for better student outcomes.</p>
23-24 Strategic Actions for Goal #3	<p>Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses.</p> <p>Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme.</p> <p>Design and implement outreach campaigns to promote dual enrollment to students and parents.</p>	<p>We are on track with the strategic goal. Phase one, We have targeted the faculty members who qualified to teach a dual enrollment course. Phase two we will hold an informational session explaining how the process works and the benefits of becoming a dual enrollment teacher. Phase three, we will seek out colleges who will accept an OSA teacher as a dual enrollment partner. This goal should be met by 2026.</p> <p>-We are on track with this strategic goal. As we continue to seek out dual enrollment partnerships that directly align with our pathway curriculum mapping it has been challenging to partner with Peralta, the course offerings under the Peralta umbrella are limited when it comes to the arts. However we are in talks with west valley college who has a fashion department that aligns with our curriculum mapping. Other colleges in Chabot college and Diablo Valley college. We need help in ascertaining permission for partener outside of the Peralta college system and we are currently seeking assistance with this issue. Our rational for this is that given our commitment to the arts we have decided to broaden the college access program to include concurrent enrollment. We arrived at this decision based on two key factors. With an extended school day devoted to our arts programming, the younger grades (9th and 10th) do not have space in their schedule to accommodate a dual enrollment course. Furthermore, in ensuring that we are not burning students out, given that the OSA High School academic and artistic program is quite demanding, concurrent enrollment allows students to take advantage of a wide variety of courses as their schedules allow.</p> <p>-We are currently on track with this strategic goal. We have hired a new college and career counselor who is taking an active role in parent and student communication. We have started holding grade level parent meetings with each leadership team member presenting a specialized presentation within the framework of these meetings. Our head counselor speaks about the a-g course and the importance of having a-g classes, after our presentations we hold a Q&A for parents and students. This year we have had 5 or more meetings so far, and will continue to hold these sessions in the future.</p>

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions

Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	<p>By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.</p>	New or Revised Strategic Actions for Goal #1	<ol style="list-style-type: none"> 1. Review and finalize the master schedule to assure that juniors and seniors, especially our focal group students, have access to artist and residence internship opportunities 2. Review examples of exemplary artist in residence curriculum and work with art advisory board, key faculty, and other stakeholders to define program goals, objectives, and selection criteria. 3. To intentionally ensure that a mastery based learning approach helps guide the work we do to develop our students as artist educators. 4. Schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts. 5. Assist students, especially our focal group students, in compiling evidence of their work and reflections into portfolios showcasing their achievements and skills acquired during the residency. 6. Provide our artist in residence interns with guidance on resume building, writing artist statements, and other professional development skills relevant to pursuing a career in the arts.
Goal #2: By 2026	<p>By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.</p>	New or Revised Strategic Actions for Goal #2	<ol style="list-style-type: none"> 1. Continue to facilitate professional development focused on standards, curriculum alignment, and interdisciplinary PBL in order to foster a greater understanding of the cross-fertilizations between arts and academics. 2. Our Pathway Coordinator will support Interdisciplinary grade level teaching teams as they implement the arts and activism project. 3. The Principal and Pathway Coordinator will facilitate regular check-ins to ensure adherence to PBL gold standards and alignment with core academic and CTE standards. 4. Intentionally include scaffolding for student success, i.e. support from peer educators. and monitor and support the progress of focal group students. 5. Involve our arts pathway advisory board and other industry partners as project mentors/consultants who will provide feedback and help to guide both project and student success. 6. Facilitate a final exhibition of student interdisciplinary project work and reflections on learning.
Goal #3: By 2026	<p>By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.</p>	New or Revised Strategic Actions for Goal #3	<ol style="list-style-type: none"> 1. Conduct a dual enrollment assets, needs, and interests assessment that involves students, teachers, counselors, administrators, parents, and other key stakeholders. Update and develop new CAPP agreements with local community colleges and other postsecondary partners as needed. Target and establish new partnerships with local colleges or universities who offer pathway aligned courses to participate in the concurrent enrollment program. 2. Ascertain which existing OSA faculty are qualified to teach dual enrollment courses (i.e., have their master degree in an art-related discipline or in another discipline). 3. For our focal group students will offer prep workshops to include academic advising, tutoring, counseling or peer support to help our focal group students develop the skills and knowledge needed for success in college-level coursework. 4. Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.

Pathway Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

<p>BUDGET JUSTIFICATION</p> <p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.</p> <p>Reference the Measures N and H Permissible Expenses document when developing the justification.</p> <p>For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p>Fully Approved (no additional Justification Form required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>	<p>Conditionally Approved (Justification Form is required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>
<p>"Hire a Business of the Arts Teacher, at .20 FTE for the Design, Visual, Media Arts Pathway. Teacher for a pathway cohorted course is taken by all 9th grade students that focuses on supporting our students in their trajectory as an art student at OSA with focus on career preparation and entrepreneurship. This course is taught by a professional artist and will solidify student pathway identification as they enter high school. (Salary & Benefit Costs)"</p>	\$16,606.00	1250	Certificated Salaries	Teacher	0.2 FTE	Design, Visual, Media Arts	Approved	
<p>"Hire a Teacher, at .10 FTE for Senior Capstone in the Pathways. Teacher for a pathway cohorted course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs)"</p>	8303	1250	Certificated Salaries	Teacher	.1 FTE	Design, Visual, Media Arts	Approved	

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: OAKLAND SCHOOL FOR THE ARTS

Site #: 9128

Resource	Allocation*	Total Expended	Total Remaining
Measure N	\$241,400.00	\$241,400.00	\$0.00

*Funding Allocation is based on school's 2022-23 student enrollment, Oakland Residents only (284) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
9128-1	Hire a Pathway Coordinator at 1.0 FTE to support all 4 pillars of Linked Learning and all aspects of our pathway development. The Coordinator oversees: the development and implementation of CTE/Core standards; work-based learning continuum; personal development sessions; master class; internships. Additionally, this individual coordinates the integrated projects for all grade levels and manages the CTE art advisory board. This expenditure supports and oversees the entire three year strategic plan and services all high school students. (Salary & Benefit Costs)	\$128,526.00	1300	Certificated Salaries	Pathway Coordinator	1.00	Whole School
9128-2	Hire a Teacher, at .20 FTE for Young Men of Color. One of our teachers will design and teach a course specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support the three goals by strategically supporting students of our target population and providing supports to these students to ensure appropriate pathway progress and educational opportunities. (Salary & Benefit Costs)	\$18,000.00	1120	Certificated Salaries	Teacher	0.20	Whole School
9128-3	Consultant Services: Record Label/Music Production Class A consultant will assist/train students on the basics of recording and producing music, mixing, mastering, and editing techniques which help them produce a polished professional record. In addition to learning production, students will learn the art of songwriting and examine and evaluate songwriting concepts that are critical to production. Students will learn the inner workings of major labels including various positions, distribution, press, promotions, and managing budgets for artists.	\$10,000.00	5825	Consultant Services			Whole School
9128-4	Stipends for Student Internships: Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. Approximately 10 students will benefit from these internship stipends (OSA will seek additional internship funding)	\$5,187.00	5800	Consultant Services			Whole School
9128-5	Consultant Services: Contract with All Tied Up This vendor is a mentoring program that works to promote positive outcomes in underserved boys of color. The program gives students tools to help with social, emotional and mental health, physical health and hygiene, networking skills, financial health, college, and entrepreneurship resources. This expenditure supports our efforts to improve outcomes for our target population. We aim to serve a total of 60 students.	\$5,187.00	5825	Consultant Services			Whole School
9128-6	Hire a Teacher, at .20 FTE for Senior Capstone in the Pathways. Teacher for a pathway cohorted course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs)	\$24,000.00	1100	Certificated Salaries	Teacher	.20 FTE	Whole School

9128-7	Hire a Business of the Arts Teacher, at .20 FTE for the Design, Visual, Media Arts Pathway. Teacher for a pathway cohorted course is taken by all 9th grade students that focuses on supporting our students in their trajectory as an art student at OSA with focus on career preparation and entrepreneurship. This course is taught by a professional artist and will solidify student pathway identification as they enter high school. (Salary & Benefit Costs)	\$18,500.00	1250	Certificated Salaries	Teacher	0.20	Design, Visual, Media Arts
9128-8	Hire a Business of the Arts Teacher at 0.3 FTE for the Performing Arts pathway. 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. (Salary and benefits)	\$32,000.00	1250	Certificated Salaries	Teacher	0.30	Performing Arts

MEASURE N 2022-2023 CARRYOVER PLAN

School Name	OAKLAND SCHOOL FOR THE ARTS	Program Number	9128
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Why were you unable to expend all your funds in the 2022-2023 school year? We were unable to expend most of the carryover funds due to disruptions caused by the pandemic triggering arts and academic setbacks; we have shied away from purchases for projects that are not sustainable. OSA is getting back on track with expanding our programming which will allow for use of all carryover funds.

Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(including accumulated carryover from previous years)</i>	\$320,103.60	Projected Carryover Amount from Fiscal Year 2022-2023	\$73,953.86
Projected Carryover Amount from Fiscal Year 2022-2023	\$73,953.86	Total Budgeted Amount	\$73,953.86
Percentage of 2022-2023 Carryover to Measure N Funds	23.1%	Remaining Amount	\$0.00

NOTE: Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.

Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development.
****Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.**

Resources: [2023-2024 Measures N and H Permissible Expenses](#)
[Measures N and H Justification Examples - A Resource for EIP Development](#)

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Budget Expenditure Instructions - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions? We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
<p>Stipends for Student Internships: The Internship Program aims to provide high school students with on-the-job training opportunities, which helps students make informed career pathway decisions. Internships deliverables: (a) Builds Confidence, communication skills, and responsibility (b) Offers mentorship opportunities (c) Creates a professional network (d) Offers career guidance (e) Creates a strong resume This expenditure aligns with the career awareness, career exploration, and career training work-based learning program. This expenditure will serve 50 students.</p>	\$19,283.27	5800	Consultant Services			High School Students	Work-Based Learning

<p>Consultant Services: Consultants contracts with Flat Line Productions, Bryan C. Simmons Administration Services, The Reef Recording Studio, Production and Engineering, Jarin Tindell & Andrew Bearford Music, Live performance & artist management, The World Famous Djs, and Marlon Richardson: Hip Hop for Change. Each consultant will support industry partner integration, work-based learning, and technical skills. Consultants will support 50 students in both pathways performing arts and design, visual, media arts by performing the following deliverables:</p> <ul style="list-style-type: none"> (a) Record label administration and Contracts (b) Royalties and Publishing (c) Distribution (d) Music Production (e) Marketing, Publicity, & Promotions (f) Artist management (g) Venue management (h) Concert promotion (i) Live performances <p>This expenditure aligns with our 3 Year strategic action pathway quality goal of increasing students' awareness/understanding of entrepreneurship and peer to peer artist educators.</p>	\$23,000.00	5825	Work-Based Learning			High School Students	Work-Based Learning
<p>Consultants: The New Teacher Project (TNTP) will support our teacher practice by providing professional development training specific to CTE development and implementation, Bringing clarity and focus to classroom observations, building equitable assessment rubrics for both arts and academic classes. The New Teacher Project (TNTP) will support teachers by performing the following deliverables:</p> <ul style="list-style-type: none"> (a) Communicate clear performance standards for art and academic pathways (b) Establish a common language on instructional practices for arts and academic subject (c) Help art teachers prepare multi-level lesson strategies, activities and delivery (d) Alignment to rigorous standards (e) Regular assessment (f) Evaluation feedback (g) Classroom leadership and classroom management <p>This expenditure aligns with our 3 Year Pathway strategic action to provide more professional development for all faculty members. This expenditure will benefit 421 students.</p>	\$31,670.59	5825	Educational Consultant Services			Whole School	

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN
(for Fiscal Year 2023-24)

Name of School Site	Oakland School for the Arts	Site #	9128
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>	\$15,638.12	In the box below, please indicate why you decided to allocate Strategic Carryover.	
Total Budgeted Amount	\$15,638.12	We decided not to allocate all of our funding in our 21-22 carryover plan so that we could strategically allocate funding for high priority expenditures in 2023-24 such as our curriculum consultant and professional development for our staff.	
Remaining Amount to Budget	\$0.00		

NOTE: Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.

Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development.
**Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.

Resources: [Measure N 2022-2023 Permissible Expenses](#)
[Measure N Justification Examples - A Resource for EIP Development](#)

BUDGET JUSTIFICATION							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.							
For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .							
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.							
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)							
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>							
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
CTE Curriculum Consultant - Hire a CTE Curriculum Consultant to support our performing arts pathway in designing and implementing CTE sequencing. The curriculum consultant will create curricula maps that will support teachers' efforts to track how many of the required career technical education /linked learning standards, content and skills have been addressed and what remains to be covered. This service will benefit all high school grade levels which is approximately 400 students.	\$7,000.00	5810	Educational Consultants			Performing Arts Pathway	Career Technical Education
Travel and Conferences: This expenditure will be used to allow faculty and staff to attend educational conferences and seminars specific to Linked Learning and/or our Pathways. These opportunities allow staff to connect with and build relationships with other educators, share best practices with industry professionals, and discover how to enhance the student educational experience. Up to 5 staff members will attend events including The Linked Learning Conference, and the California Arts, Media, & Entertainment Conference. These opportunities will support the realization of all 3 of our Strategic Goals.	\$8,638.12	5200	Travel and Conferences			Whole School	Enabling Conditions

Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle) (Revised)

Oakland School for the Arts (OSA)

Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)?

(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p>Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards</p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> • Meaningful reflection about progress toward strategic goals (whole school and pathway) • Clear articulation of connections between these reflections and new or adapted strategic actions • Evidence of progress toward pathway programs' quality standards 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • During the April 2024 EIP Presentation, OSA described its work to align its WASC Report, LCAP, and Measure N/H EIP. • OSA has two CTE pathways: One in Design, Visual, and Media Arts (including CTE strands in Audio Production, Fashion Design, Literary Arts, Production Design, & Visual Arts) AND one in Performing Arts (including CTE strands in Dance, Instrumental, Theatre, & Vocal Arts) • In its reflections on the pathway work in 2023-24, OSA highlighted both its internship program and the master classes. In addition, OSA described ways in which the internship program is leveling the playing field for focal group students. • OSA also described the positive impact of the Young Men of 			

	<p>Color Achievement course and the plans to add a Young Women of Color Achievement club.</p>
	<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • 23% of OSA's student population is African American, the focal population identified in the EIP. Aside from YMOC and YWOC, strategies that are articulated across schoolwide and pathway goals lack specificity for focal population. How will teachers at OSA develop awareness and skill to address focal population learning and other needs? • Linked Learning requires all students to enroll in a single sequence of CTE classes and to take thematically integrated core classes; OSA appears to offer too many CTE classes for the Linked Learning approach. • Since Measure N & H// Linked Learning pathway development will increasingly focus on advancing pathways towards attaining Linked Learning Gold Certification status, how might OSA involve administration, counselors, teachers, students, staff, Advisory Board members, families, and other stakeholders in learning more about and building ownership of achieving the Linked Learning Gold Standards? How might OSA create a shared sense of purpose and shared responsibility by engaging stakeholders in backwards mapping and forward planning related to the Linked Learning Gold Certification Standards?

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Strategic Actions</p> <ul style="list-style-type: none"> • Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> • Integrated Program of Study • Work-Based Learning 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • It is clear from the EIP that a great deal of thought went into the 2024-2025 Pathway Strategic Actions. There are clear, logical, measurable steps/actions related to each of the 			

- Integrated Student Support
- Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals
- Coherence is evident as a clear theory of action that bridges their reflection logically into their actions

pathway goals.

- The schoolwide strategic actions address cycle of continuous improvement, vertical alignment, mastery based learning, AVID strategies, smart goal setting, grade-level passage requirements that include WBL and interdisciplinary projects, more pathway-related PD opportunities, engagement of pathway advisory board in reviewing EIP goals and strategic actions, and support for focal group students.
- Pathway strategic actions address a peer-to-peer-artist-educator program, interdisciplinary grade level projects, and participation in dual enrollment courses.

Feedback for continued progress monitoring:

- For some of the strategic actions – such as support for focal group students taking dual enrollment courses, it is not clear who is responsible for providing this support. (For example, some other schools are using academic mentors or dual enrollment course facilitators to assure success for all students taking dual enrollment courses.) Some preparation for dual enrollment courses is mentioned, but what will be the support strategies in place while focal group students are actually taking the dual enrollment courses? What is the scaffolding for success?
- Similarly, there are other strategic actions that are not clearly aligned with funded positions. For example, who will coordinate the student artist-educators/ artists in residence?
- Since the data indicates that 100% of OSA students are in internships, who is coordinating all of the internships? Are these employer-evaluated internships? Are students regularly reflecting on their learning through internships? Are there internship projects and/or internship portfolios? Are there exhibitions of internship learning?
- Does internship programming meet the criteria outlined in the CALPADS definition of an internship?
- What is the system to track and monitor all of the many initiatives involved in the OSA EIP and OSA pathway work?
- In addition to providing arts professional development for the entire faculty, how might OSA best encourage all core academic teachers to incorporate the pathway theme into their curriculum? For example, history teachers might include units, assignments, or projects related to the history

	<p>of arts and/or explore how cultural context influences art and art influences cultural context. Or students in an English course might write an essay comparing and contrasting; how two or more genres of art address a similar theme. Or a math teacher might focus on the role of geometry in effective art design and production.</p> <ul style="list-style-type: none"> • What strategic actions can OSA undertake to address the needs of African American scholars, the school's focal population?
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Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p>Budget</p> <ul style="list-style-type: none"> • A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan • Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning • Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming) 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Measure N & H funds support the advancement of all three domains of Linked Learning. In 2024-25, Funds will be used to support a Pathway Coordinator, professional development/ participation in pathway-related conferences, Young Men of Color Achievement, Young Women of Color Achievement, Student Internship Stipends, Business of the Arts teachers, a Senior Capstone teacher, as well as a consultant contract related to the Record Label/Music Production class. • There is a perceived disconnect between some of the items funded in the budget and some of the strategic actions. For example, there is funding for the record label/music production class in the 2024-25 budget; however, there is not a related 2024-25 strategic action. Moving forward, it would be good to follow the EIP directions for budget justifications and include the Goal/s and/or strategic action/s aligned with each of the budget expenditures directly in the budget justification. 			

Final Recommendation

Instructions: Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback, and identify Next Steps for the Site. See Rating descriptions below.

Rating¹: Approved

Strengths:

- Strong commitment of the school leadership team to college and career readiness
- A clear focus on improving outcomes for focal group students

¹Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

Key Questions:

- To what extent does OSA's program of study meet the requirements of Linked Learning according to the Gold Standards? It is not apparent that OSA students enroll in a common sequence of CTE classes that integrate with distinct academic classes. Courses listed on the one-pager indicate a cross of industry sectors (Fashion is not in AME) and multiple pathways within one pathway, which is counter to the Linked Learning model.
- Between the schoolwide strategic actions and the pathway strategic actions, the EIP references a wide range of strategic actions. How will OSA best monitor progress on each aspect of the work so that there is a sense of coherence in the overall work to advance both OSA and your Linked Learning pathways?
- How will OSA align its strategic actions to meet the needs of African American students, the focal population?

Budget Feedback:

- How might OSA leverage its resources to increase access and success for its focal population through Linked Learning pathways?

Next Steps (for Conditionally Approved Sites) - add rows as needed

What	Suggested Lead	Deliverable	Date
Not applicable			