

**MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
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, Deputy Chief of Post-Secondary Readiness

**Board Meeting Date**

**Subject** Services For: Oakland School for the Arts

**Action Requested and Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Oakland School for the Arts as “Approved,” with a base allocation of \$287,300.00, for a total amount not to exceed \$287,300.00.

**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 H

**Attachments**

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

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## Oakland School for the Arts

# **Measures N and H 2026-2027 Education Improvement Plan Assessment** *(Year Four of a Four-Year Cycle)*

### 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, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.

**Rating<sup>1</sup>:**    **Fully Approved**    **Approved**    **Conditionally Approved**

#### **Strengths:**

- Oakland School for the Arts demonstrates strong strategic alignment and implementation of Linked Learning through well-balanced investments in pathway leadership, internships, and interdisciplinary project-based learning, supported by robust partnerships and clearly defined student learning outcomes.

#### **Key Questions:**

- How will the school strengthen coherence between budget and implementation by more clearly tying Measure H investments to measurable student outcomes and ensuring alignment across all pathway components?
- How can structures such as cohorting, common planning time, and distinctions within work-based learning be refined to ensure fully integrated and consistent pathway experiences for all students?

#### **<sup>1</sup>Fully Approved**

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning as 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

Oakland School for the Arts

**Measures N and H 2026-2027 Education Improvement Plan Assessment**

*(Year Four of a Four-Year Cycle)*

**Budget Feedback:**

See below

**Next Steps for Conditionally Approved Schools: N/A**

**Criterion: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan**

**Section to be completed by HS Principal Supervisor (OUSD) or Measures N and H Staff (Charters)**

**Instructions:** Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways

Strategic & Aligned

Partially Strategic & Aligned

Unclear Strategy & Alignment

Missing or Non-Compliant

4

3

2

1

The budget is strategically aligned with the Pathway Strategic Goals and the School Performance Goals and Indicators

Expenditures include complete justifications demonstrating alignment between the expense and 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).

**Score:   3**

**Rationale:** Provide feedback only if the site receives a score of 3 or below.

The 2026–27 budget demonstrates alignment to pathway strategic goals, with well-balanced investments that support work-based learning, interdisciplinary project-based learning, and postsecondary readiness. Expenditures are clearly connected to specific strategic actions and reflect a comprehensive implementation of the Linked Learning model across all pillars. Budget justifications are detailed and clearly articulate both the nature of each expenditure and its direct impact on students. Overall, the budget reflects a thoughtful and strategic allocation of resources that supports pathway quality and equitable student outcomes.

## Oakland School for the Arts

# **Measures N and H 2026-2027 Education Improvement Plan Assessment**

### **(Year Four of a Four-Year Cycle)**

Criterion: Evidence of Progress and Linked Learning Implementation	
Section to be completed by Measures N and H Staff	
<b>Instructions:</b> Review the Work-Based Learning template, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.	
<input checked="" type="checkbox"/> Program of Study	<ul style="list-style-type: none"> <li>- Robust partnership list; consider expanding postsecondary partners to include four-year colleges and pre-/apprenticeship programs</li> <li>- Common planning time for teachers and staff to analyze data, design student interventions, and review effectiveness and to design and plan integration is not evident on Programs of Study.</li> <li>- Pathway student learning outcomes are measurable and defined by grade level. Revisit outcomes with core academic teacher input to maximize opportunities for students to practice and master skills leading up to graduation. Grade-level rubrics, if not developed, support adult collaboration and focused student learning across the full program of study.</li> <li>- Young Women of Color is a budget item but does not appear on the Program of Study. How does this course fit into the Program of Study?</li> <li>- With the next update of the Program of Study, consider linking to the Pathway Student Outcomes rather than listing (for ease of reading due to impact on formatting)</li> <li>- Robust community-building opportunities</li> <li>- Consider summer learning opportunities, such as credit recovery, internships, Peralta Institute, and various college access programs</li> <li>- Consider college exploration visits for students</li> <li>- CTE and Academic Core classes are designated in each Program of Study.             <ul style="list-style-type: none"> <li>- CTE strands appear distinct between the pathways.</li> <li>- Academic core cohorting does <i>not</i> appear distinct.</li> </ul> </li> </ul>
<input checked="" type="checkbox"/> Work-Based Learning Plan	<ul style="list-style-type: none"> <li>- Include goals in the WBL plan</li> <li>- Robust continuum of experiences</li> <li>- In the next update of the plan, distinguish work-based learning (with industry) from other activities</li> </ul>

## Oakland School for the Arts

# ***Measures N and H 2026-2027 Education Improvement Plan Assessment***

### ***(Year Four of a Four-Year Cycle)***

<input checked="" type="checkbox"/> Master Schedule	<ul style="list-style-type: none"><li>- Cohorting in core academics is not evident.</li><li>- Significant offering of various arts courses is evident.</li><li>- OSA is funded for Performing Arts and Design, Visual Media Arts; cohorting needs to be specific to each pathway. This means OSA should have specific core academic classes designated for DVM and specific core academic classes designated for Performing Arts. This item warrants a consultation. Please follow up with Charter Pathway Coach and Measures N and H staff by June 15, 2026.</li></ul>
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2026-2027 MEASURE H BUDGET			
Effective: July 1, 2026 - June 30, 2027			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$287,300.00	\$287,300.00	\$0.00
*Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (338) 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	Row Number
9128-1	Hire a Pathway Director at 1.0 FTE to support all 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)	\$138,470.56	2305 - Supervisor & Admin Salaries	Supervisor & Admin Salaries	Pathway Director	1.0FTE	Whole School	1
9128-2	Extended Contract for Teacher 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. The hourly rate is \$47.50 per hour.	\$7,000.00	1120 - Teacher Salaries Stipends	Teacher Salaries Stipends			Whole School	2
9128-3	Extended Contract for Teacher for Young Men of Color. This course has been designed specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support our 3rd strategic action goals by supporting students of our target population especially our focal students. The course fosters academic success, personal development, leadership skills, and college and career goal setting. Through the use of outside partners we emphasize mentorship, cultural awareness. The students are continuously exposed to real-world opportunities and professional networks which gives them the tools they need to navigate high school and beyond while ensuring appropriate pathway progress and educational opportunities. The hourly rate is \$47.50 per hour	\$7,000.00	1120 - Teacher Salaries Stipends	Teacher Salaries Stipends			Whole School	3
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. The stipends will be administered by the OSA finance department. Approximately 60 students will benefit from these internship stipends @ \$600 each(OA will seek additional internship funding)	\$34,505.00	5800- Other Services & Operating Expenses	Other Services & Operating Expenses			Whole School	4

<p>9128-5</p>	<p>Consultant Services: Consultants contracts with Flat Line Productions, Bryan C. Simmons Administration Services, The Reef Recording Studio, Production and Engineering, Jarin Tindell &amp; Andrew Bearford Music. 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:                  (a) Record label administration and Contracts                  (b) Royalties and Publishing                  (c) Distribution                  (d) Music Production                  (e) Marketing, Publicity, &amp; Promotions                  (f) Artist management                  (g) Venue management                  (h) Concert promotion                  (i) Live performances                  This expenditure is open to all high school students, and it aligns with our 3 Year strategic action pathway quality goal of increasing students' awareness/understanding of entrepreneurship and peer to peer artist educators. This expenditure will serve 25 to 30 students. There are no agency administration fees associated with this expenditure. The rate is \$300.00 per week for 45 weeks. This service includes two consultants, studio use, equipment, program (editing and mixing), computers and instruments.</p>	<p>\$10,000.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contract</p>			<p>Performing Arts</p>	<p>5</p>
<p>9128-6</p>	<p>Hire Project Based Learning Consultants. The Consultants will provide specialized instruction and mentorship to support students in designing, launching, and sustaining interdisciplinary arts-based entrepreneurial businesses. These consultants will work directly with students in classes created to support entrepreneurship and collaborative project development aligned with real-world business practices. These classes will be available to all students, the hands-on training will support our focal students. This expenditure will support our strategic action 2 of giving all students 2 work-base learning and 1 interdisciplinary projects. The deliverables are as follows:                  (a) Business Structure &amp; Development: Guiding students in creating business plans, identifying target audiences, defining products and services, and developing sustainable revenue models.                  (b) Legalities &amp; Compliance: Introducing students to foundational legal concepts such as business registration, contracts, intellectual property, licensing, and ethical business practices appropriate for youth-led ventures.                  (c) Administration &amp; Team Management: Supporting students in building organizational structures, defining leadership roles, managing workflows, and establishing effective communication systems.                  (d) Marketing &amp; Branding: Teaching students how to develop brand identity, visual storytelling, and audience engagement strategies tailored to arts-based businesses.                  (e) Promotion &amp; Event Strategy: Coaching students on promotional campaigns, performance/event planning, and community partnerships.                  (f) Social Media &amp; Digital Presence: Helping students design content strategies, manage platforms responsibly, and use analytics to grow and sustain audience engagement.                  This expenditure will serve over 100 high school students.</p>	<p>\$29,000.00</p>	<p>5825 - Consultant Contract</p>	<p>Consultant Contract</p>			<p>Whole School</p>	<p>6</p>

9128-7	"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. This expenditure will also cover costs for substitute teachers to cover pathway teachers to attend permissible conferences or field trips. 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, Hip Hop Education Retreat, and the California Arts, Media, & Entertainment Conference. These opportunities will support the realization of all 3 of our Strategic Goals.	\$6,463.00	5200 - Travel and Conference	Travel and Conference			Whole School	7
9128-8	National Student Clearing House: The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student progress and outcomes, meet various reporting requirements, and identify where to focus their resources.	\$1,495.00	5825 - Consultant Contract	Consultant Contract			Whole School Seniors	8
9128-9	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. This expenditure includes salary & benefit costs.	\$21,830.15	1105 - Teacher Salaries	Teacher Salaries	Teacher	.2FTE	Design, Visual, and Media Arts	9
9128-10	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. This expenditure includes salary and benefits costs.	\$31,536.29	1105 - Teacher Salaries	Teacher Salaries	Teacher	0.20	Performing Arts	10
9128-11								11
9128-12								12
9128-13								13
9128-14								14
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9128-32								32
9128-33								33

<b>School Name:</b>	<b>Oakland School for the Arts</b>	<b>Site #:</b>	<b>9128</b>
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**Pathway Name(s):** Design, Visual & Media Arts - Performing Arts

**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**

<b>2023-2024 Total Enrollment Grades 9-12</b>		<b>418</b>								
<b>Special Populations</b>	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe	
	30.4%	66.3%	65.6%	20.3%	0.0%	0.2%	0.2%	12.0%	N/A	
<b>Student Population by Race/Ethnicity</b>	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	21.3%	0.2%	5.7%	23.4%	0.0%	0.7%	32.5%	14.6%	1.4%	
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>						<b>African American</b>			

**SCHOOL PERFORMANCE GOALS AND INDICATORS**  
Please refer to this Data Dictionary for definitions of the Indicators. \* Denotes changes for 2024-25 for continuation schools

<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>	<b>2025-26 Data</b>	<b>2026-27 Goal (4-Year Goal)</b>
Four-Year Cohort Graduation Rate	96.0%	97.0%	100.0%	91.1%	N/A	N/A	92.1%	N/A	100.0%	N/A	100.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	4.0%	3.0%	2.0%	6.9%	N/A	2.0%	5.3%	N/A	100.0%	N/A	100.0%
A-G Completion - 12th Grade (12th Grade Graduates)	80.0%	80.0%	90.0%	81.5%	N/A	95.0%	72.7%	N/A	100.0%	N/A	100.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	61.0%	66.0%	70.0%	90.0%	N/A	80.0%	77.0%	TBD	85.0%	N/A	85.0%
9th Graders meeting A-G requirements	80.0%	76.0%	85.0%	84.0%	N/A	90.0%	78.0%	TBA	90.0%	N/A	90.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	100.0%	100.0%	100.0%	22.1%	N/A	100.0%	17.9%	N/A	100.0%	N/A	100.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	49.0%	60.0%	75.0%	54.0%	N/A	85.0%	56.0%	TBD	90.0%	N/A	90.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	N/A	100.0%	100.0%	100%	100.0%	N/A	100.0%
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%	96.0%	66.0%	N/A	99.0%	89.0%	TBD	100.0%	N/A	100.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	14.0%	18.0%	20.0%	TBD	N/A	35.0%	N/A	N/A	50.0%	N/A	50.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	72.0%	65.0%	80.0%	TBD	N/A	90.0%	N/A	N/A	100.0%	N/A	100.0%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>	<b>2025-26 Data</b>	<b>2026-27 Goal (4-Year Goal)</b>
Four-Year Cohort Graduation Rate	96.0%	92.0%	98.0%	87.0%	N/A	100.0%	96.0%	TBA	100.0%	N/A	100.0%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Four-Year Cohort Dropout Rate	4.0%	8.0%	2.0%	13.0%	N/A	0.0%	4.0%	TBA	0.0%	N/A	0.0%
A-G Completion - 12th Grade (12th Grade Graduates)	64.0%	58.0%	70.0%	60.0%	N/A	80.0%	65.0%	TBA	90.0%	N/A	90.0%
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
On Track to Graduate - 9th Graders	60.0%	48.0%	65.0%	84.0%	N/A	75.0%	77.0%	TBD	80.0%	N/A	80.0%
9th Graders meeting A-G requirements	46.0%	48.0%	49.0%	76.0%	N/A	50.0%	77.0%	TBD	70.0%	N/A	70.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	4.0%	10.0%	20.0%	100.0%	N/A	70.0%	100.0%	100.0%	99.0%	N/A	99.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	14.0%	6.0%	16.0%	54%	N/A	20.0%	56.0%	TBD	25.0%	N/A	25.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100%	N/A	100.0%	100.0%	TBA	100.0%	N/A	100.0%
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%	88.0%	90.0%	66.0%	N/A	98.0%	89.0%	TBA	99.0%	N/A	99.0%
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	5.0%	19.0%	10.0%	TBD	N/A	20.0%	13.0%	TBA	35.0%	N/A	35.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	65.0%	46.0%	75.0%	TBD	N/A	80.0%	75.0%	TBA	90.0%	N/A	90.0%

**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.

<b>Indicator</b> <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>	<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>	<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (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.
<b>A-G Completion - 12th Grade</b>	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.
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (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.
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> (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**

**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. 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.

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

<b>Hire a Pathway Coordinator at 1.0 FTE</b> 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
<b>Hire a Teacher, at .20 FTE</b> 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
<b>Consultant Services:</b> 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
<b>Stipends for Student Internships:</b> 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
<b>Consultant Services: Contract with All Tied Up</b> 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
<b>Hire a Teacher, at .20 FTE</b> 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)	\$24,000.00	1100	Certificated Salaries	Teacher	.20 FTE	Whole School

**2024-2025: YEAR TWO**

<b>Strategic Actions</b>	
<b>2023-2024 Strategic Actions</b>	<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Year 1 Strategic Actions, 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?
<b>Strategic Action 1.</b> 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.
<b>Strategic Action 2.</b> At each grade level students will complete passage requirements that include Work-Based Learning experiences.	We are currently on track for accomplishing this strategic action goal for this school year. The work based learning tracker enables OSA to ensure that focal students are fully participating in the work based experiences that are offered. (i.e. masterclasses, internships, portfolio building, mock interviews, speaker series). As part of our equity and excellence approach, OSA exemplifies full inclusion of all students.  The Design, visual arts, & media arts and performing arts focal students engage in two to three live performance or exhibits opportunities. For the 2023-24 year OSA students participated in the following community events, Oakland Style Week, Love Life foundation, Harvest fest East Oakland Community Engagement event, US. Representative Barbara Lee's Campaign rally, Oakland Works Wednesdays, The James Irvine Foundation Black History Month program, and The Oakland Roots end of season event. In 2024-25 we continue creating these and other work based opportunities for our students.
<b>Strategic Action 3.</b> Create more opportunities for faculty to attend pathway related workshops, conferences, and learning experiences.	We are currently on track for accomplishing this strategic action for this school year. In 2023, all arts and academic faculty took an educational trip to the Oakland Museum of California for the Mothership: Voyage Into Afrofuturism exhibit, this educational trip helped to inform our arts and academic collaboration for the all grade level "Afrofuturism" project. Recently 10 of our faculty members attended the 2024 The Arts, Media, and Entertainment seminar which was held at Dolby sound studios in San Francisco. This event had six different sessions focused on the design, visual arts, and media arts sectors. We will continue to offer learning opportunities, with the goal being two per year. Through professional development faculty are learning the Culturally Responsive Teaching Framework. They are engaging in reading, discussion, and activities to engage with the text, Culturally Responsive Teaching and the Brain by Zaretta Hammond. The entire OSA staff and faculty are engaging in anti-racism studies which will inform our art and academic integration "Activism" all grade level project. The faculty will collaborate to use what they are learning in these educational trips and book study to develop curriculum in academic content areas, cte/arts content areas, and/or interdisciplinary units and projects.
<b>Strategic Action 4.</b> 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.	We are currently on track for accomplishing this strategic action for this school year. Our art advisory board members did a deep dive into all curriculum, and designed a rubric to measure student development elements including: technique, understanding, application, progress, professionalism, transferable skills, communications etc. This helped to inform the work that we are currently doing with the new teacher project. We will have completed this action by May of 2024.
<b>Strategic Action 5.</b> Implement strategies designed to support success for young men of color and African American students.	We are currently on track for accomplishing this strategic action for this school year. We hired the "All Tied Up" academy to work with our Young Men of Color Achievement teacher. Together they implemented three core trainings-leadership, and networking, financial literacy. This was done in partnership with Wells Fargo & the San Francisco 49ers who sponsored the financial literacy seminar. Another strategy has been to implement community based, project based learning opportunities which involved students taking on leadership roles to address community challenges. Our goal was to teach collaboration, leadership, philanthropy, and the importance of giving back to your community. We will continue to implement these kinds of learning opportunities by expanding our program to include a Young Women of Color Achievement group. We will intentionally enhance our student voice and agency and involved our focal students in designing strategies for success.
<b>Whole School Strategic Actions (to address enabling conditions for high quality pathway development)</b>	

2024-2025 Strategic Actions							
In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development. Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?							
<b>Strategic Action 1.</b> We will continue to implement and refine our cycle of continuous improvement and focus on mastery based learning, vertical alignment, and smart goal setting. We will use these strategies to enhance support of our focal students.							
<b>Strategic Action 2.</b> At each grade level students will complete passage requirements that include 1 exhibition or performance, and 2 Work-Based Learning experiences, and 1 or more interdisciplinary projects.							
<b>Strategic Action 3.</b> Continue to create professional learning opportunities for faculty through pathway related workshops, conferences, and other art related experiences. Continue professional development related to Linked Learning, including a self assessment and action planning related to achieving the gold standards; connecting work based learning with classroom learning; and student success strategies especially for our focal group.							
<b>Strategic Action 4.</b> Engage our art advisory board in reviewing the EIP goals and strategic actions and providing input on how to best achieve all three of our goals and support student success, especially for our focal students.							
<b>Strategic Action 5.</b> Continue to implement strategies designed to support success for young men of color and African American students. A new action will be the implementation of a young women of color support group which will sever our female focal population.							
Budget Expenditures							
Effective July 1, 2024 - June 30, 2025							
2024-2025 Budget: Enabling Conditions Whole School							
BUDGET JUSTIFICATION							
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> . - 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 2024-25 strategic actions.) We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. 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. ***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.							
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
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
2025-2026: YEAR THREE							
Whole School Strategic Actions Reflection							
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Year 2 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?					

<p><b>Strategic Action 1.</b> We will continue to implement and refine our cycle of continuous improvement and focus on mastery based learning, vertical alignment, and smart goal setting. We will use these strategies to enhance support of our focal students.</p>	<p>In 2024 Our cycle of continuous improvement included the integration of a core rubric embedded with Career and Technical Education (CTE)/Linked Learning standards. The rubric has proven to be a valuable tool in enhancing instructional effectiveness, mastery based learning and student learning outcomes. This approach ensures that teachers have a structured, competency-based framework that aligns with both academic and workforce expectations. We have found that the rubrics promote consistency in evaluations across different subjects and classrooms by setting clear performance criteria, teachers can provide more objective and constructive feedback, which supports student growth and skill development. Additionally, this structured assessment approach helps educators identify areas where our focal students may need additional support, thereby informing targeted instructional strategies.</p> <p>Mastery-based learning has begun to transform the way students engage with content by ensuring they achieve a deep understanding before moving forward, which allows our focal students to work at their own pace and revisit material as needed. One of the significant benefits we have seen is students gaining confidence in their skills and knowledge rather than simply moving through material without full comprehension. However, some challenges still remain, such as the need for effective differentiation and support structures to ensure all students receive the guidance they need, industry relevant equipment and programs that would allow hands-on experiences. Going forward we will continue to refine and assess strategies and instructional practices and purchase the necessary equipment needed for hands-on training which is crucial for optimizing mastery-based learning.</p> <p>Vertical alignment has proven to be essential for creating a seamless educational experience where learning builds progressively from one level to the next. Implementing this practice and aligned with the rubric has reinforced skills and knowledge in student outcomes making it easier for students to transition and build upon prior learning. However, achieving true vertical alignment requires proper materials, equipment, and updated curriculum designs. Going forward we will have regular professional development opportunities that will offer teacher collaboration, best practice sessions that are necessary to address gaps and maintain consistency across subjects and grade levels.</p> <p>The most significant benefit we have seen from SMART goal setting is the ability to track progress of our focal students in a structured and meaningful way and support our teachers. For example SMART goals have encouraged ownership of their learning while fostering a growth mindset, for our focal students SMART goals allows them to break down complex objectives into manageable steps, leading to greater confidence and success. For our educators, SMART goal setting provides a framework for continuous improvement and strategic decision-making.</p> <p>Going forward we will continue to use SMART goal setting as a cornerstone for students and teacher development.</p>
<p><b>Strategic Action 2.</b> At each grade level students will complete passage requirements that include 1 exhibition or performance, and 2 Work-Based Learning experiences, and 1 or more interdisciplinary projects.</p>	<p>Action: Strategic Action 2. At each grade level students will complete passage requirements that include 1 exhibition or performance, and 2 Work-Based Learning experiences, and 1 or more interdisciplinary projects.</p> <p>Reflection: We are on track with this performance/exhibition action. Through our partnership with the City of Oakland, the students from grade 9 through 12 participated in a seven month bi-weekly performance titled "Oakland Works Wednesdays" each of our 10 sub-pathways participated in an exhibition, or performing art for example our production design students during school hours per pathway.</p> <p>We are currently on track with the strategic action. The work-based learning initiatives have proven to be invaluable real-world experiences, in and beyond the classroom. These opportunities, including master classes, entrepreneur project-based projects, mock interviews, and internships, all of which not only fostered artistic growth but also cultivate essential professional skills that will benefit our students in their future careers for example, the student operated record label "1819 Records" Through this interdisciplinary entrepreneurial work-based learning project the students are learning budgeting, marketing, and branding which can be essential skills for any business. They are also trained to understand and write mock contracts, record distribution, and royalties, which can be useful in various industries. Most importantly the students gain experience in leadership and team management by coordinating artists, producers, and designers. This work-based learning project has become so effective that we are now thinking of more ways to incorporate entrepreneurial projects for example we plan to develop a greeting card work-based learning project, this will allow our visual arts, media arts, literary arts, and audio production pathways to work together to create the cards, students will take on managerial and production positions. For this project we will enlist our industry partners, art advisory board members and design, visual, and media arts chairs to create the framework. This project will be included in our next three year EIP plan.</p> <p>We are on track with this interdisciplinary project. Through our advisory classes we implemented an all grade level interdisciplinary art and academic integration project using the theme of "Activism for Social Justice." This project was designed to build greater understanding across disciplines, by giving students an authentic experience on how productive activism in the context of social justice they can engage in actions that actively contribute to meaningful change on a systemic level, going beyond performative gestures and focusing on sustained, well-informed efforts that directly address the root causes of inequalities. For example the students conducted a letter writing campaign to city officials backed by art inspired designs, this direct action strategy had a great impact on the students critical thinking. The project also prioritized the concerns of our focal population. Our students were engaged and focused during this project, they realized the power of activism through arts and the importance of connecting with city officials. Going forward we plan to create a larger art and academic integration project for all grade levels on activism that will future flush out way to become effective activist, we have already enlisted Michele Pred a well known artist activist and parent in the OSA community, Mrs. Pred has agreed to work with the academic and arts faculty in creating the units, this work will start next school year and take place during our Wednesday professional development time.</p>
<p><b>Strategic Action 3.</b> Continue to create professional learning opportunities for faculty through pathway related workshops, conferences, and other art related experiences. Continue professional development related to Linked Learning, including a self assessment and action planning related to achieving the gold standards; connecting work based learning with classroom learning; and student success strategies especially for our focal group.</p>	<p>We are on track for this action. Our professional development sessions have equipped our faculty with valuable skills and insights that will directly enhance their teaching practices. These sessions covered key topics such as rubric development, Linked Learning, and team building. For instance, the workshop on creating rubrics emphasized the importance of aligning assessment tools with learning objectives while maintaining transparency in evaluation. Teachers also had the opportunity to create their own student self-assessment rubrics.</p> <p>The session on Linked Learning was led by Dan Storz, Vice President of Pathways Implementation at the Linked Learning Alliance. Mr. Storz highlighted the significance of integrating arts and academic instruction with real-world applications. He demonstrated how Linked Learning strategies can help faculty develop more engaging lesson plans that connect theoretical concepts with practical, real-world experiences. Faculty members learned how cross-disciplinary connections can deepen student understanding and better prepare them for future career pathways.</p> <p>Our team-building activities, designed by our Artistic Director, featured a series of arts-inspired exercises aimed at fostering joy, inspiration, and inclusion. For example, faculty and staff participated in a dance class taught by the Dance Department Chair. Additionally, faculty from both the arts and academic disciplines took a field trip to the African American Museum and Library, an enriching cultural experience that celebrated history and diversity. Our justice, equity, diversity and inclusion coordinator led all faculty and staff culturally responsive personal developments sessions, one being culture survey and we also did a deep dive into the book "What's Culture Got To Do With It?" each week we as a faculty read a chapter and had open discussions and written reflections.</p>

<p><b>Strategic Action 4.</b> Engage our art advisory board in reviewing the EIP goals and strategic actions and providing input on how to best achieve all three of our goals and support student success, especially for our focal students.</p>	<p>The Art Advisory Board met on January 10th to discuss the progress and future Measure H strategic actions, the board suggested that more dedication and time should be given towards the entrepreneurial projects, with the goal of implementing more of this work in our freshmen, sophomore, and juniors courses. We meet once a quarter however the bi-laws that they all agreed to allows for meetings at any time. The art advisory board serves as thought partners, they help me flush out project and units before I present them to our faculty, they have come on campus for master classes and even taught class at no cost to OSA, while this is a three year commitment no one has asked to be released, they stay engaged. They have all are all industry professionals, I added a link to a document with their names and positions.</p>
<p><b>Strategic Action 5.</b> Continue to implement strategies designed to support success for young men of color and African American students. A new action will be the implementation of a young women of color support group which will serve our female focal population.</p>	<p>We are currently achieving this strategic action. The Young Male Color Achievement course has proven to be a vital component in fostering academic success, personal development, and leadership among our focal students. The program's design emphasizes mentorship, cultural awareness, and goal-setting, giving students the tools they need to navigate high school and beyond.</p> <p>A key strength of the program has been its focus on building community partnerships. By collaborating with local businesses, organizations, and leaders, students are continuously exposed to real-world opportunities and professional networks. For instance, Jamal A. Cooks, President of Chabot College, visited the class to share his story of overcoming childhood adversity, from his street life experiences to his transformation as a young adult. His relatability and willingness to mentor the students created an impactful moment, and many students have since decided to attend Chabot College after graduation.</p> <p>These partnerships not only expand access to valuable resources but also provide students with role models who emphasize the importance of perseverance and excellence. Furthermore, the program's focus on college and career readiness has had a transformative impact. Through workshops covering topics like financial literacy, resume writing, college applications, and interview techniques, students are gaining the confidence and skills to pursue higher education or enter the workforce with a strong foundation. The metrics of success for the Young Men of Color Achievement course, is the overall increase in attendance, improved emotional intelligence and conflict resolution skills, growth in collaboration and teamwork, an enhanced sense of cultural identity and community engagement. Our young men of color are displaying leadership greater confidence and they see themselves as leaders.</p> <p>Looking ahead, we plan to expand the program by organizing college tours and at least one career fair. These experiences will provide students with even more exposure to future possibilities, further inspiring them to strive for success through dedication and hard work. Ultimately, the Young Male Color Achievement initiative is much more than just a high school course; it serves as a lifeline of support and empowerment, cultivating a sense of brotherhood, accountability, and a vision for future success.</p>

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

<p><b>2025-2026 Budget: Enabling Conditions Whole School</b></p>								
<p><b>BUDGET JUSTIFICATION</b></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 <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p>								
<p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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; not all 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 details are needed, the justification will be conditionally approved and require a justification form.</i></p>								
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b></p> <p>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b></p> <p>(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>
<p><b>Hire a Pathway Director at 1.0 FTE</b> 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 &amp; Benefit Costs)</p>	\$138,470.56	1000	Certificated Salaries	Pathway Director	1.0FTE	Whole School	Approved	
<p><b>Extended Contract for Teacher for Young Women of Color.</b> 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. The hourly rate is \$47.50 per hour.</p>	\$7,000.00	1120	Teacher Salaries Stipend	Certificated Extended Contract		Whole School		Conditionally Approved
<p><b>Extended Contract for Teacher for Young Men of Color.</b> This course has been designed specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support our 3rd strategic action goals by supporting students of our target population especially our focal students. The course fosters academic success, personal development, leadership skills, and college and career goal setting. Through the use of outside partners we emphasize mentorship, cultural awareness. The students are continuously exposed to real-world opportunities and professional networks which gives them the tools they need to navigate high school and beyond while ensuring appropriate pathway progress and educational opportunities. The hourly rate is \$47.50 per hour</p>	\$7,000.00	1120	Teacher Salaries Stipend	Certificated Extended Contract		Whole School		Conditionally Approved
<p><b>Stipends for Student Internships:</b> Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. The stipends will be administered by the OSA finance department. Approximately 15 students will benefit from these internship stipends (OSA will seek additional internship funding)</p>	\$10,000.00	2937	Student Stipends			Whole School		Conditionally Approved

<p><b>Consultant Services:</b> Consultants contracts with Flat Line Productions, Bryan C. Simmons Administration Services, The Reef Recording Studio, Production and Engineering, Jarin Tindell &amp; Andrew Bearford Music. 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:                  (a) Record label administration and Contracts                  (b) Royalties and Publishing                  (c) Distribution                  (d) Music Production                  (e) Marketing, Publicity, &amp; Promotions                  (f) Artist management                  (g) Venue management                  (h) Concert promotion                  (i) Live performances                  This expenditure is open to all high school students, and it aligns with our 3 Year strategic action pathway quality goal of increasing students' awareness/understanding of entrepreneurship and peer to peer artist educators. This expenditure will serve 25 to 30 students. There are no agency administration fees associated with this expenditure. The rate is \$300.00 per week for 45 weeks. This service includes two consultants, studio use, equipment, program (editing and mixing), computers and instruments.</p>	\$11,096.56	5825	Consultant Contracts	Consultants	Whole School	Conditionally Approved
<p><b>Travel and Conferences:</b> This expenditure will be used to allow faculty and staff to attend educational conferences and seminars specific to Linked Learning and/or our Pathways. This expenditure will also cover costs for substitute teachers to cover pathway teachers to attend permissible conferences or field trips. 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, &amp; Entertainment Conference. These opportunities will support the realization of all 3 of our Strategic Goals.</p>	\$7,000.00	5200	Travel and Conferences			Conditionally Approved

**2026-2027: YEAR FOUR**

**Budget Expenditures**  
 Effective July 1, 2026 - June 30, 2027

**2026-27 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b>                      For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                      Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.                      What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.                      We encourage you to refer to this list of <a href="#">Object Codes</a> if you have questions about which object codes to use. Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the <a href="#">Measures N and H Permissible Expenses document</a> to confirm permissibility.                      **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p style="text-align: center;"><b>Approval</b>                      Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required.                      (protected cells below are to be completed by MN/H staff only)</p>
<p><b>Hire a Pathway Director at 1.0 FTE</b> to support all 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 &amp; Benefit Costs)</p>	\$138,470.56	2305 - Supervisor	Supervisor & Admin Salaries	Pathway Director	1.0FTE	Whole School	Approved
<p><b>Extended Contract for Teacher for Young Women of Color.</b> 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. The hourly rate is \$47.50 per hour.</p>	\$7,000.00	1120 - Teacher Sal	Teacher Salaries Stipends			Whole School	Approved
<p><b>Extended Contract for Teacher for Young Men of Color.</b> This course has been designed specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support our 3rd strategic action goals by supporting students of our target population especially our focal students. The course fosters academic success, personal development, leadership skills, and college and career goal setting. Through the use of outside partners we emphasize mentorship, cultural awareness. The students are continuously exposed to real-world opportunities and professional networks which gives them the tools they need to navigate high school and beyond while ensuring appropriate pathway progress and educational opportunities. The hourly rate is \$47.50 per hour.</p>	\$7,000.00	1120 - Teacher Sal	Teacher Salaries Stipends			Whole School	Approved
<p><b>Stipends for Student Internships:</b> Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. The stipends will be administered by the OSA finance department. Approximately 60 students will benefit from these internship stipends @ \$600 each (OSA will seek additional internship funding)</p>	\$34,505.00	5800- Other Serv	Other Services & Operating Expenses			Whole School	Approved

<p><b>Consultant Services: Consultants contracts with Flat Line Productions.</b> Bryan C. Simmons Administration Services, The Reef Recording Studio, Production and Engineering, Jarin Tindell &amp; Andrew Bearford Music. 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:                  (a) Record label administration and Contracts                  (b) Royalties and Publishing                  (c) Distribution                  (d) Music Production                  (e) Marketing, Publicity, &amp; Promotions                  (f) Artist management                  (g) Venue management                  (h) Concert promotion                  (i) Live performances                  This expenditure is open to all high school students, and it aligns with our 3 Year strategic action pathway quality goal of increasing students' awareness/understanding of entrepreneurship and peer to peer artist educators. This expenditure will serve 25 to 30 students. There are no agency administration fees associated with this expenditure. The rate is \$300.00 per week for 45 weeks. This service includes two consultants, studio use, equipment, program (editing and mixing), computers and instruments.</p>	\$10,000.00	5825 - Consultant	Consultant Contract			Performing Arts	Approved
<p><b>Hire Project Based Learning Consultants.</b> The Consultants will provide specialized instruction and mentorship to support students in designing, launching, and sustaining interdisciplinary arts-based entrepreneurial businesses. These consultants will work directly with students in classes created to support entrepreneurship and collaborative project development aligned with real-world business practices. These classes will be available to all students, the hands-on training will support our focal students. This expenditure will support our strategic action 2 of giving all students 2 work-base learning and 1 interdisciplinary projects. The deliverables are as follows:                  (a) Business Structure &amp; Development: Guiding students in creating business plans, identifying target audiences, defining products and services, and developing sustainable revenue models.                  (b) Legalities &amp; Compliance: Introducing students to foundational legal concepts such as business registration, contracts, intellectual property, licensing, and ethical business practices appropriate for youth-led ventures.                  (c) Administration &amp; Team Management: Supporting students in building organizational structures, defining leadership roles, managing workflows, and establishing effective communication systems.                  (d) Marketing &amp; Branding: Teaching students how to develop brand identity, visual storytelling, and audience engagement strategies tailored to arts-based businesses.                  (e) Promotion &amp; Event Strategy: Coaching students on promotional campaigns, performance/event planning, and community partnerships.                  (f) Social Media &amp; Digital Presence: Helping students design content strategies, manage platforms responsibly, and use analytics to grow and sustain audience engagement.                  This expenditure will serve over 100 high school students.</p>	\$29,000.00	5825 - Consultant	Consultant Contract			Whole School	Conditionally Approved
<p><b>Travel and Conferences:</b> This expenditure will be used to allow faculty and staff to attend educational conferences and seminars specific to Linked Learning and/or our Pathways. This expenditure will also cover costs for substitute teachers to cover pathway teachers to attend permissible conferences or field trips. 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, Hip Hop Education Retreat, and the California Arts, Media, &amp; Entertainment Conference. These opportunities will support the realization of all 3 of our Strategic Goals.</p>	\$6,463.00	5200 - Travel and	Travel and Conference			Whole School	Conditionally Approved
<p><b>National Student Clearing House:</b> The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student progress and outcomes, meet various reporting requirements, and identify where to focus their resources.</p>	\$1,495.00	5825 - Consultant	Consultant Contract			Whole School Seniors	Approved
			#N/A				
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<b>Design, Visual, Media</b>			
<b>Mission and Vision</b> 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.			
<b>PATHWAY QUALITY ASSESSMENT</b>			
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> 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.
<b>Work Based Learning</b> 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><b>Integrated Student Supports</b> 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.*

<b>Goal #1:</b> By 2026	By 2027, 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.
<b>Goal #2:</b> By 2026	By 2027, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.
<b>Goal #3:</b> By 2026	By June 2027, 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?*

<b>Strategic Actions for Goal #1</b>	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.
<b>Strategic Actions for Goal #2</b>	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.
<b>Strategic Actions for Goal #3</b>	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	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<p>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 <a href="#">EIP Budget Justification Instructions</a>.</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 <a href="#">OUSD's Object Codes</a> 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>						
<p><b>Hire a Business of the Arts Teacher, at .20 FTE</b> for the Design, Visual, Media Arts Pathway. Teacher for a pathway cohort 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 &amp; Benefit Costs)</p>	\$18,500.00	1250	Certificated Salaries	Teacher	0.20	Design, Visual, Media Arts

**2024-2025: YEAR TWO**

Pathway Strategic Goals		
<b>Pathway Quality Strategic 3 Year Goal</b>	<p><b>Check in on 3-Year Goals</b> For each 3-year goal, answer: -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?</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.	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		
<b>2023-2024 Strategic Actions</b>	<p><b>Reflection on 2023-2024 Strategic Actions</b> For the Strategic Action sets for each goal, 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?</p>	
<b>23-24 Strategic Actions for Goal #1</b>	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.	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
	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 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 statements all

<p><b>23-24 Strategic Actions for Goal #2</b></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. The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.</p>	<p>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. -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. -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><b>23-24 Strategic Actions for Goal #3</b></p>	<p>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.</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. -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 partner 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. -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&amp;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?

<p><b>Goal #1:</b> 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 learn the fundamentals of teaching arts education and explore the profession of artist educators.</p>	<p><b>New or Revised Strategic Actions for Goal #1</b></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 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.</p>
<p><b>Goal #2:</b> 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><b>New or Revised Strategic Actions for Goal #2</b></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><b>Goal #3:</b> 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><b>New or Revised Strategic Actions for Goal #3</b></p>	<p>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.</p>

**Pathway Budget Expenditures**  
**Effective July 1, 2024 - June 30, 2025**  
**2024-2025 Pathway Budget**

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MN/H staff only)</i>
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - 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 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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>  **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.								
"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	Approved	
"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) "	8303	1250	Certificated Salaries	Teacher	.1 FTE	Design, Visual, Media Arts	Approved	

**2025-2026: YEAR THREE**

**Pathway Demographics**

2024-25 Total Enrollment Grades 9-12		#N/A							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
Student Population by Race/Ethnicity	Which student population will you focus on in order to reduce disparities?					Select Group			
Focal Student Population									

**PATHWAY PERFORMANCE GOALS AND INDICATORS**

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

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
<a href="#">Four-Year Cohort Graduation Rate</a>	51.0%	100.0%	39.4%	25.8%		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
<a href="#">Four-Year Cohort Dropout Rate</a>	31.5%	100.0%	29.7%	34.1%		
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	31.9%	35.8%	29.5%	25.6%		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
<a href="#">On Track to Graduate - 10th Graders</a>	0.0%	10.3%	18.6%	21.6%		
10th Graders meeting A-G requirements	0.0%	10.7%	24.1%	32.8%		
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	10.4%	9.4%	10.9%	9.1%		
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	0.0%	12.5%	9.9%	0.0%		
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	44.4%	0.0%	0.0%	0.0%		
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	2.4%	1.1%	0.6%	0.5%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		

College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	22.5%	19.0%	30.5%	17.8%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	15.6%	18.2%	13.2%	6.2%		
<b>Focal Student Population Indicator</b>	<b>2021-22 Data</b>	<b>2022-23 Data</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

**Pathway Student Data Reflection**

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

<b>Assets</b>	<b>Challenges</b>
What might be some root causes to help you understand those student data?	

**Pathway Strategic Goals**

<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> For each 3-year goal, answer: -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.	<ol style="list-style-type: none"> <li>embed the peer artist educators program into the second semester capstone curriculum, enhancing both artistic and professional development of our students. This strategy will support access for all senior students.</li> <li>We will ensure that each student writes a lesson plan and teaches two lessons in semesters one and two, to be followed by a teacher evaluation and the students will complete a peer artists educator survey which will help identify areas for improvement which will enhance the performance of our peer artist educators.</li> <li>We will also help students build these experiences into their resumes which will showcase the educational experience of participating in the program, as well as the skills they acquired. This program will enhance our students' portfolios, demonstrating their progress, leadership skills, and achievements, allowing for a more comprehensive assessment of their learning compared to a single test score; the students will also include reflections on their process and growth.</li> <li>Our assessment is based on the peer and mentor critique feedback sessions, students self-reflection statements, we plan to implement an structured students assessment rubric.</li> </ol>
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.	<ol style="list-style-type: none"> <li>entrepreneurial components to our units.</li> <li>We will introduce advanced levels and specialized topics for example social entrepreneurship training, digital marketing, public relations, and social media training which will foster entrepreneurial thinking among students</li> <li>We will encourage students to take on internships to provide real-world business experiences and encourage innovation and creativity.</li> </ol>

<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>	<ol style="list-style-type: none"> <li>1. Integrate structured academic support, advising, and scheduling flexibility to facilitate student participation and success.</li> <li>2. Increase the percentage of pathway graduates completing two or more dual enrollment courses to at least 50% by expanding course offerings, strengthening partnerships with colleges, and providing targeted resources to support student achievement. "</li> <li>3. Monitor and evaluate dual enrollment participation and success rates through data tracking, student feedback, and continuous improvement efforts to enhance accessibility for our focal students, equity, and overall program effectiveness.</li> <li>4. This particular action was a little ambitious, we are not on track for this action, we must add more college partnerships in order to meet his action which we are in the process of doing now.</li> </ol>
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**Pathway Strategic Actions Reflection**

<p><b>2024-2025 Strategic Actions</b></p>	<p><b>Reflection on 2024-2025 Strategic Actions</b>  <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?</p>
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<p><b>24-25 Strategic Actions for Goal #1</b></p>	<p>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</p>	<p>We have adjusted our master schedule to accommodate "the peer artist educator" program. The plan going forward is to integrate this program into the senior capstone course.</p>
	<p>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.</p>	<p>We are actively working on this strategic action of reviewing exemplary curriculum. After examining selected arts pathway schools including post secondary schools which emphasize the study of the arts, the most impressive school so far is Berklee College of Music. While this particular school focuses on music, the offerings expand into areas of business and entrepreneurship, making this an exemplary program model for OSA. We included as a stakeholder Dr. Cecil Adderley - President-elect, NAFME and Berkley School of Music saw our presentation on the entrepreneurial project-based learning music course "1819 Record" label which is designed as an interdisciplinary course. Dr. Adderley was impressed by the development and agreed to be a future resource in further development of the program.</p> <p>We have been extremely intentional about developing a mastery based learning approach by taking the following steps:</p> <ul style="list-style-type: none"> <li>- defining clear learning objectives;</li> <li>- scaffold learning with incremental challenges</li> <li>- providing formative feedback and reflections</li> <li>- allowing our focal student to personalized their learning paths</li> </ul>
	<p>To intentionally ensure that a mastery based learning approach helps guide the work we do to develop our students as artist educators.</p>	<p>We are currently implementing various aspects of this strategic action to schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts. With regularly scheduled workshops, OSA offers hands-on activities led by guest artists, our arts teachers, or student mentors. Each of our pathways offers quarterly guest speaker sessions from local artists, university professors, industry professionals. We also hold two whole school artist speaker sessions each year with pathway specific industry professionals. These sessions are student moderated, and include a 15 min question and answer period. In addition, participating students are required to write reflections on what they are learning through these speaker sessions. Our mentoring sessions are formatted for one on one or group sessions and are conducted in various ways. or example: senior art students paired with younger students, local artists volunteering time and virtual mentorship from industry professionals.</p>
	<p>Schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts.</p>	<p>This strategic action to assist students, especially our focal group students, in compiling evidence of their work and reflections into portfolios is still being developed by the Instructional Leadership Team (which includes the Principal, Vice principal and Pathway Director) and implemented in increments. For example, all teachers have been instructed to have students write a weekly reflection on learning or the students can write a reflection after completing a unit or project. Writing reflections has proven to be extremely helpful in helping students with self-awareness, personal and professional growth. And we find this to be especially true with our focal students.</p>
	<p>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.</p>	<p>The remainder of the plan includes portfolios which will be developed in June when we have more time to develop a solid roadmap, create a plan of execution, and a timeline to hold two personal development sessions with faculty members.</p> <p>We are in the process of implementing this strategic action across all sub-pathways. We started with our performing arts students, and many teachers embedded these actions in the curriculum. Our instructional leadership team held a series of one on one check-ins with all arts teachers to go over how students are being instructed in resume writing. The biggest challenges for teachers have been how to fit these actions into class time, as a result we have scheduled two best practice professional development sessions to be conducted by our theatre arts chair and our production art chair.</p>

	<p>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><b>24-25 Strategic Actions for Goal #2</b></p>	<p>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.</p>	<p>We are achieving this strategic action of continuing our faculty professional development sessions. The instructional leadership team conducted six personal development sessions focused on:                  Enhancing teaching strategies and pedagogical skills which includes lesson planning, classroom management, student engagement, and tailoring instruction to different learning styles, especially our focal students.                  Fostering interdisciplinary collaboration among arts and academic teachers. For example, these training sessions are specifically designed to equip teachers with the skills needed to effectively collaborate across pathways, then teachers work together to plan lessons, or units that draw on arts and academics.                  Supporting ongoing professional growth and reflective practices.                  Promoting student-centered learning and creativity.                  Improving student academic and artistic performance.</p>
	<p>Our Pathway Coordinator will support Interdisciplinary grade level teaching teams as they implement the arts and activism project.</p>	<p>The process of reviewing exemplary artist-in-residence curricula has been an enlightening experience, providing valuable insights into best practices, innovative approaches, and effective program structures. Examining successful residency models has helped shape our vision for an engaging and impactful Peer artist Educators program, one that fosters artistic growth, community engagement, and interdisciplinary collaboration.</p>
	<p>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.</p>	<p>A critical aspect of this process has been working closely with the art advisory board, key faculty, and other stakeholders to define program goals, objectives, and selection criteria. Through these discussions, it became evident that well-structured program should have a balance of artistic excellence, community involvement, and educational opportunities. As we continue to develop this program faculty members will provide perspectives on integrating the residency into existing curricula, ensuring that students benefit from direct interactions with resident artists. Meanwhile, the advisory board and external stakeholders emphasized the importance of fostering a diverse and inclusive selection process that welcomes artists from various backgrounds and disciplines. By building upon the insights gained from exemplary programs and stakeholder collaborations, the peer artist educator program will serve as a dynamic platform for artistic exploration, mentorship, and community enrichment. The commitment to fostering an inclusive and transformative experience will continue to guide the program's evolution, ensuring its relevance and impact for years to come.</p>
	<p>Intentionally include scaffolding for student success, i.e. support from peer educators. and monitor and support the progress of focal group students.</p>	<p>We are on track with this strategic action of regular check-ins with arts chairs to continue improving our program. The Pathway Director meets once a month with all Arts Chair members as a group, and there are monthly one on one meetings to update our Pathway Tracker. This Tracker allows the Pathway Director and Art Chair members to develop and use SMART pathway goals that align with CTE and Linked Learning standards, map out an execution plan of action, and enable the chairs to give progress updates or plan new actions.</p>
	<p>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.</p>	<p>Incorporating scaffolding for student success, particularly through peer educator support, has been a valuable practice in fostering a more inclusive and supportive learning environment. By intentionally providing structured guidance and leveraging peer support, I have noticed increased student engagement and confidence, particularly among focal group students. Monitoring their progress has allowed me to identify learning gaps early and adjust instructional strategies accordingly. However, there is still room to improve the consistency of support and ensure that all students receive the appropriate level of scaffolding tailored to their individual needs. Moving forward, I aim to refine my scaffolding strategies by developing more structured peer mentorship opportunities and targeted interventions for focal group students. We will also implement a more systematic approach to tracking progress, using both qualitative and quantitative data, to ensure that every student is receiving the support they need. Additionally, We plan to provide more professional development opportunities for peer educators so they can better facilitate learning and offer meaningful assistance to their peers.</p>
<p>Facilitate a final exhibition of student interdisciplinary project work and reflections on learning.</p>	<p>We are on track to successfully accomplishing this action of utilizing our consultants, art advisory board members and industry partners as mentors. Our industry partners who serve as mentors are pathway specific intern employers, industry consultants, and apprenticeship coaches. All of these adult professionals meet with our students at least once a week and give bi-weekly feedback via a Google form.</p> <p>We are currently on track with this action of facilitating an exhibition of an interdisciplinary project. This year we are producing an all school show titled "Circle." This is a culmination of classroom research and documentation of the work that started when OSA opened in 2002, to the present day. Academic and arts faculty created various units that led students to research OSAs history, reviewing data and statics, i.e. demographics, residency, ethnicity, and alumni outcomes. This theme is based on OSA coming full circle in all areas. The final project for "Circle" is a performance and exhibition which includes all pathways, from set and costume design, to music, vocal and theatre performances.</p>	

<b>24-25 Strategic Actions for Goal #3</b>	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.	This strategic action of assessing school wide academic and pathway needs is currently in progress. We have assessed our dual enrollment needs and have added two dual enrollment courses with Laney and Alameda College. We will be adding two more dual enrollments in 2025-2026. We are currently conducting teacher evaluations. Over the months of February and March, the instructional leadership team will have completed 70 evaluations that include assessment of essential content, student ownership of learning, student demonstration of learning, and culture of learning. We will continue to work on this action until we complete all assessments. A representative from our leadership team regularly meets with our parent, teacher, student association to update them on pathway growth and areas of improvement, financial updates and future goals, we also conduct a school wide student and teacher survey to gather feedback from both parties to gain insights into the learning environment, identify areas for improvement, and ultimately enhance the overall teaching and learning experience. These surveys also help in understanding perceptions of school culture, which allows us to make data-driven decisions to create a more positive and supportive learning experience for everyone involved.
	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).	We are achieving this action of seeking qualified teachers to teach dual enrollments. After holding an information session on dual enrollment, we discovered that several of our faculty members have masters degrees. While not all are ready to take on teaching a dual enrollment class, we did get one of our faculty members hired by Alameda College to teach a fashion dual enrollment course. We will continue to educate and encourage our faculty members to look for opportunities to partner with community colleges to become dual enrollment teachers.
	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.	We are on track with the action to offer prep workshops for our focal students which include academic advising, tutoring, counseling, and peer support to help our focal group students develop the skills and knowledge needed for success in college-level coursework.
	Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.	We are on track with this action of monitoring and evaluating. The Instructional Leadership Team, in partnership with arts faculty members, and with input from our Arts Advisory Board, developed a Student Self Assessment Rubric. In January we conducted a student culture survey to get feedback about the 2024 school year to better understand what we are doing well at OSA and what we can improve. This survey proved to be extremely impactful as it was shared and discussed with all faculty members in a personal development session. The next steps are to map out what improvements are needed and draft a plan of action. We have begun that process and will continue to assess, monitor and improve the student learning experience, paying close attention to the needs of our focal students.

**Pathway Strategic Actions 2025-2026**  
**2025-2026 Strategic Actions**  
*Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?*

<b>Goal #1: By 2026</b>	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.	<b>New or Revised Strategic Actions for Goal #1</b>	<p>The new strategic action is to 1. embed the peer artist educators program into the second semester capstone curriculum, enhancing both artistic and professional development of our students. This strategy will support access for all senior students.</p> <p>2. We will ensure that each student writes a lesson plan and teaches two lessons in semesters one and two, to be followed by a teacher evaluation and the students will complete a peer artists educator survey which will help identify areas for improvement which will enhance the performance of our peer artist educators.</p> <p>3. We will also help students build these experiences into their resumes which will showcase the educational experience of participating in the program, as well as the skills they acquired. This program will enhance our students' portfolios, demonstrating their progress, leadership skills, and achievements, allowing for a more comprehensive assessment of their learning compared to a single test score; the students will also include reflections on their process and growth.</p>
<b>Goal #2: By 2026</b>	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.	<b>New or Revised Strategic Actions for Goal #2</b>	<p>We are extending this strategic action to include 1. entrepreneurial components to our units.</p> <p>2. We will introduce advanced levels and specialized topics for example social entrepreneurship training, digital marketing, public relations, and social media training which will foster entrepreneurial thinking among students.</p> <p>3. We will encourage students to take on internships to provide real-world business experiences and encourage innovation and creativity.</p>

<p><b>Goal #3:</b> 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><b>New or Revised Strategic Actions for Goal #3</b></p>	<p>In order to meet this strategic action we will ensure all pathway graduates successfully complete at least one dual enrollment course by 1. integrating structured academic support, advising, and scheduling flexibility to facilitate student participation and success.</p> <p>2. Increase the percentage of pathway graduates completing two or more dual enrollment courses to at least 50% by expanding course offerings, strengthening partnerships with colleges, and providing targeted resources to support student achievement.</p> <p>3. Monitor and evaluate dual enrollment participation and success rates through data tracking, student feedback, and continuous improvement efforts to enhance accessibility for our focal students, equity, and overall program effectiveness.</p> <p>4. This particular action was a little ambitious, we are not on track for this action, we must add more college partnerships in order to meet his action which we are in the process of doing now.</p>
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**Pathway Budget Expenditures**  
*Effective July 1, 2025 - June 30, 2026*

**2025-2026 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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; not all 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 details are needed, the justification will be conditionally approved and require a justification form.</i></p>	<p><b>COST</b></p>	<p><b>OBJECT CODE</b></p>	<p><b>OBJECT CODE DESCRIPTION</b></p>	<p><b>POSITION TITLE</b></p>	<p><b>FTE</b></p>	<p><b>PATHWAY NAME (if applicable)</b></p>	<p><b>Fully Approved</b>  (Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b>  (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form <b>is</b> required along with any other OUSD form that is required for approval)  <i>(protected cells below are 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 cohort 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. This expenditure includes salary &amp; benefit costs.</p>	<p>\$21,830.15</p>	<p>1100</p>	<p>Certified Salary</p>	<p>Teacher</p>	<p>.2FTE</p>	<p>Design, Visual, and Media Arts</p>	<p>Approved</p>	
<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. This expenditure includes salary &amp; benefit costs</p>	<p>\$21,830.15</p>	<p>1100</p>	<p>Certified Salary</p>	<p>Teacher</p>	<p>.2FTE</p>	<p>Design, Visual, and Media Arts</p>	<p>Approved</p>	

**2026-2027: YEAR FOUR**

**Pathway Strategic Goals**

By 2027, 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.

By 2027, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.

By June 2027, 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.

**Budget Expenditures**  
*Effective July 1, 2026 - June 30, 2027*



<b>Pathway Name:</b> Performing Arts			
<b>Mission and Vision</b> 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.			
<b>PATHWAY QUALITY ASSESSMENT</b>			
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>			
	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> 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.
<b>Work Based Learning</b> 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><b>Integrated Student Supports</b> 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.

<b>Goal #1:</b> By 2026	By 2027, 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.
<b>Goal #2:</b> By 2026	By 2027, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.
<b>Goal #3:</b> By 2026	By June 2027, 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?

<p><b>Strategic Actions for Goal #1</b></p>	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.
<p><b>Strategic Actions for Goal #2</b></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.
	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.
<p><b>Strategic Actions for Goal #3</b></p>	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	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.</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 <a href="#">EIP Budget Justification Instructions</a>.</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 <a href="#">OUSD's Object Codes</a> 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>						
<p><b>Hire a Business of the Arts Teacher at 0.3 FTE for the Performing Arts pathway.</b> This is a pathway cohort 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>	\$32,000.00	1250	Certificated Salaries	Teacher	0.30	Performing Arts

**2024-2025: YEAR TWO**

Pathway Strategic Goals	
<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> <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	
<b>2023-2024 Strategic Actions</b>	<b>Reflection on 2023-2024 Strategic Actions</b> <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?
<b>23-24 Strategic Actions for Goal #1</b>	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.
	-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

<p><b>23-24 Strategic Actions for Goal #2</b></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. The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.</p>	<p>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.                  -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.                  -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><b>23-24 Strategic Actions for Goal #3</b></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.                  -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 partner 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.                  -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&amp;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?

<p><b>Goal #1:</b> 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 learn the fundamentals of teaching arts education and explore the profession of artist educators.</p>	<p><b>New or Revised Strategic Actions for Goal #1</b></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 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.</p>
<p><b>Goal #2:</b> 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><b>New or Revised Strategic Actions for Goal #2</b></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><b>Goal #3:</b> 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><b>New or Revised Strategic Actions for Goal #3</b></p>	<p>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.</p>

**Pathway Budget Expenditures**

*Effective July 1, 2024 - June 30, 2025*

**2024-2025 Pathway Budget**

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - 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 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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>  <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>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	Conditionally Approved (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
"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	Approved	
"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	Approved	

**2025-2026: YEAR THREE**

Pathway Demographics									
2024-25 Total Enrollment Grades 9-12			#N/A						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
Focal Student Population	Which student population will you focus on in order to reduce disparities?					Select Group			

**PATHWAY PERFORMANCE GOALS AND INDICATORS**  
Please refer to this [Data Dictionary](#) for definitions of the Indicators.

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
<a href="#">Four-Year Cohort Graduation Rate</a>	51.0%	100.0%	39.4%	25.8%		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
<a href="#">Four-Year Cohort Dropout Rate</a>	31.5%	100.0%	29.7%	34.1%		
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	31.9%	35.8%	29.5%	25.6%		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
<a href="#">On Track to Graduate - 10th Graders</a>	0.0%	10.3%	18.6%	21.6%		
10th Graders meeting A-G requirements	0.0%	10.7%	24.1%	32.8%		
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	10.4%	9.4%	10.9%	9.1%		
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	0.0%	12.5%	9.9%	0.0%		
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	44.4%	0.0%	0.0%	0.0%		
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	2.4%	1.1%	0.6%	0.5%		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	22.5%	19.0%	30.5%	17.8%		

<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	15.6%	18.2%	13.2%	6.2%		
<b>Focal Student Population Indicator</b>	<b>2021-22 Data</b>	<b>2022-23 Data</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A		
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD		
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD		
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD		
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD		

**Pathway Student Data Reflection**

What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?

<b>Assets</b>	<b>Challenges</b>
What might be some root causes to help you understand those student data?	

**Pathway Strategic Goals**

<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> For each 3-year goal, answer: -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, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.	We are on track for this goal. Our 9th and 11th grade students participated in two interdisciplinary projects: Through advisory the students created a art and academic project: a activism chalking project. This project was created based on the current problems/dangers occurring throughout the city of Oakland. In part 1 of the project students were directed to write or draw three to four positive messages communicating to the Oakland community that students are present in the neighborhood. In part two of this project the students wrote and drew their message on the streets surrounding the school on 18th, 19th street. The second interdisciplinary project that lead to a culminating exhibition/performance was an all school production of "Metamorphosis" in the Fox Theater, a result of multi-month collaboration representing all 10 sub-pathways in the design, production and performance.
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.	We are currently on track for achieving this goal. Initially, we launched the Peer-to-Peer Artist Educator Program as a pilot to test its viability, evaluate its effectiveness, and identify any potential challenges before scaling it fully. Through continuous student surveys and feedback from teachers, we are collecting valuable real-time data to gauge the program's impact, pinpoint areas for improvement, and ensure alignment with the needs of both students and educators.
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.	We are making great progress with this 3 year strategic goal by adding a new dual enrollment partnership with Laney College. The course is theatre II, which started this 2nd semester, and we have 21 students enrolled in this course. What supported the success of creating this partnership has been OSA's pathway director and counselors working diligently with Laney College administrators and theatre chair.

**Pathway Strategic Actions Reflection**

<b>2024-2025 Strategic Actions</b>	<b>Reflection on 2024-2025 Strategic Actions</b> For the Strategic Action sets for each goal, 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?

<b>24-25 Strategic Actions for Goal #1</b>	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	<p>We have adjusted our master schedule to accommodate “the peer artist educator” program. The plan going forward is to integrate this program into the senior capstone course.</p> <p>We are actively working on this strategic action of reviewing exemplary curriculum. After examining selected arts pathway schools including post secondary schools which emphasize the study of the arts, the most impressive school so far is Berklee College of Music. While this particular school focuses on music, the offerings expand into areas of business and entrepreneurship, making this an exemplary program model for OSA. We included as a stakeholder Dr. Cecil Adderley - President-elect, NAFME and Berkley School of Music saw our presentation on the entrepreneurial project-based learning music course “1819 Record” label which is designed as an interdisciplinary course. Dr. Adderley was impressed by the development and agreed to be a future resource in further development of the program.</p>
	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.	
	To intentionally ensure that a mastery based learning approach helps guide the work we do to develop our students as artist educators.	<p>We have been extremely intentional about developing a mastery based learning approach by taking the following steps:</p> <ul style="list-style-type: none"> <li>- defining clear learning objectives;</li> <li>- scaffold learning with incremental challenges</li> <li>- providing formative feedback and reflections</li> <li>- allowing our focal student to personalized their learning paths</li> </ul>
	Schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts.	<p>We are currently implementing various aspects of this strategic action to schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts. With regularly scheduled workshops, OSA offers hands-on activities led by guest artists, our arts teachers, or student mentors. Each of our pathways offers quarterly guest speaker sessions from local artists, university professors, industry professionals. We also hold two whole school artist speaker sessions each year with pathway specific industry professionals. These sessions are student moderated, and include a 15 min question and answer period. In addition, participating students are required to write reflections on what they are learning through these speaker sessions.. Our mentoring sessions are formatted for one on one or group sessions and are conducted in various ways.or example: senior art students paired with younger students, local artists volunteering time and virtual mentorship from industry professionals.</p>
	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.	<p>This strategic action to assist students, especially our focal group students, in compiling evidence of their work and reflections into portfolios is still being developed by the Instructional Leadership Team (which includes the Principal, Vice principal and Pathway Director) and implemented in increments. For example, all teachers have been instructed to have students write a weekly reflection on learning or the students can write a reflection after completing a unit or project. Writing reflections has proven to be extremely helpful in helping students with self-awareness, personal and professional growth. And we find this to be especially true with our focal students.</p>
	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>The remainder of the plan includes portfolios which will be developed in June when we have more time to develop a solid roadmap, create a plan of execution, and a timeline to hold two personal development sessions with faculty members.</p> <p>We are in the process of implementing this strategic action across all sub-pathways. We started with our performing arts students, and many teachers embedded these actions in the curriculum. Our instructional leadership team held a series of one on one check-ins with all arts teachers to go over how students are being instructed in resume writing. The biggest challenges for teachers have been how to fit these actions into class time, as a result we have scheduled two best practice professional development sessions to be conducted by our theatre arts chair and our production art chair.</p>
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.	<p>We are achieving this strategic action of continuing our faculty professional development sessions. The instructional leadership team conducted six personal development sessions focused on:</p> <p>Enhancing teaching strategies and pedagogical skills which includes lesson planning, classroom management, student engagement, and tailoring instruction to different learning styles, especially our focal students.</p>	
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.	<p>Fostering interdisciplinary collaboration among arts and academic teachers. For example, these training sessions are specifically designed to equip teachers with the skills needed to effectively collaborate across pathways, then teachers work together to plan lessons, or units that draw on arts and academics.</p> <p>Supporting ongoing professional growth and reflective practices</p>	

<p><b>24-25 Strategic Actions for Goal #2</b></p>	<p>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.</p>	<p>Supporting ongoing professional growth and reflective practices. Promoting student-centered learning and creativity. Improving student academic and artistic performance.</p> <p>The process of reviewing exemplary artist-in-residence curricula has been an enlightening experience, providing valuable insights into best practices, innovative approaches, and effective program structures. Examining successful residency models has helped shape our vision for an engaging and impactful Peer artist Educators program, one that fosters artistic growth, community engagement, and interdisciplinary collaboration. I am working with our art advisory board on the framework for the curriculum, I will need to hire our curriculum developer to complete this action. As for the entrepreneurial components being added into our arts pathway classes we are looking at how to design this to where each class will have a 30min section(arts classes are 3hrs) where the unit can be implemented. This is a work in progress but as performing artist and exhibitionist many will be entrepreneurs which makes this for of instruction very important to their college and career readiness.</p>
	<p>Intentionally include scaffolding for student success, i.e. support from peer educators. and monitor and support the progress of focal group students.</p>	<p>A critical aspect of this process has been working closely with the art advisory board, key faculty, and other stakeholders to define program goals, objectives, and selection criteria. Through these discussions, it became evident that well-structured program should have a balance of artistic excellence, community involvement, and educational opportunities. As we continue to develop this program faculty members will provide perspectives on integrating the residency into existing curricula, ensuring that students benefit from direct interactions with resident artists. Meanwhile, the advisory board and external stakeholders emphasized the importance of fostering a diverse and inclusive selection process that welcomes artists from various backgrounds and disciplines. By building upon the insights gained from exemplary programs and stakeholder collaborations, the peer artist educator program will serve as a dynamic platform for artistic exploration, mentorship, and community enrichment. The commitment to fostering an inclusive and transformative experience will continue to guide the program's evolution, ensuring its relevance and impact for years to come.</p>
	<p>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.</p>	<p>We are on track with this strategic action of regular check-ins with arts chairs to continue improving our program. The Pathway Director meets once a month with all Arts Chair members as a group, and there are monthly one on one meetings to update our Pathway Tracker. This Tracker allows the Pathway Director and Art Chair members to develop and use SMART pathway goals that align with CTE and Linked Learning standards, map out an execution plan of action, and enable the chairs to give progress updates or plan new actions.</p>
	<p>Facilitate a final exhibition of student interdisciplinary project work and reflections on learning.</p>	<p>Incorporating scaffolding for student success, particularly through peer educator support, has been a valuable practice in fostering a more inclusive and supportive learning environment. By intentionally providing structured guidance and leveraging peer support, I have noticed increased student engagement and confidence, particularly among focal group students. Monitoring their progress has allowed me to identify learning gaps early and adjust instructional strategies accordingly. However, there is still room to improve the consistency of support and ensure that all students receive the appropriate level of scaffolding tailored to their individual needs. Moving forward, I aim to refine my scaffolding strategies by developing more structured peer mentorship opportunities and targeted interventions for focal group students. We will also implement a more systematic approach to tracking progress, using both qualitative and quantitative data, to ensure that every student is receiving the support they need. Additionally, We plan to provide</p>
<p><b>24-25 Strategic Actions for Goal #3</b></p>	<p>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.</p>	<p>This strategic action of assessing school wide academic and pathway needs is currently in progress. We have assessed our dual enrollment needs and have added two dual enrollment courses with Laney and Alameda College. We will be adding two more dual enrollments in 2025-2026. We are currently conducting teacher evaluations. Over the months of February and March, the instructional leadership team will have completed 70 evaluations that include assessment of essential content, student ownership of learning, student demonstration of learning, and culture of learning. We will continue to work on this action until we complete all assessments. A representative from our leadership team regularly meets with our parent, teacher, student association to update them on pathway growth and areas of improvement, financial updates and future goals, we also conduct a school wide student and teacher survey to gather feedback from both parties to gain insights into the learning environment, identify areas for improvement, and ultimately enhance the overall teaching and learning experience. These surveys also help in understanding perceptions of school culture, which allows us to make data-driven decisions to create a more positive and supportive learning experience for everyone involved.</p>
	<p>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.</p>	<p>We are achieving this action of seeking qualified teachers to teach dual enrollments. After holding an information session on dual enrollment, we discovered that several of our faculty members have masters degrees. While not all are ready to take on teaching a dual enrollment class, we did get one of our faculty members hired by Alameda College to teach a fashion dual enrollment course. We will continue to educate and encourage our faculty members to look for opportunities to partner with community colleges to become dual enrollment teachers.</p>
	<p>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.</p>	<p>We are on track with the action to offer prep workshops for our focal students which include academic advising, tutoring, counseling, and peer support to help our focal group students develop the skills and knowledge needed for success in college-level coursework. We also offered The QUEEN I AM workshop, conducted by bay area rap legend Dr.Tenina Stevens aka Suga T and her team. This mentoring program is designed to prevent violence, address novertv. and intergenerational dysfunction. using communication skills and activities that youna girls can relate. This</p>

	<p>Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.</p>	<p>poverty, and intergenerational dysfunction, using communication skills and activities that young girls can relate. This program's objective is to teach girls how to build community and create productive safe sisterhoods. This workshop was well received by our focal students, we plan to have this program as a quarterly offering once we examine our master schedule which we will do when school ends in May as a part of our planning for the new school year. Our plan for strengthening college partnerships will be done through college fairs and communication with colleges that align with our pathways. As for supports for our focal students we are actively seeking to hire a consulting group that will aid our focal students and parents in college prep, financial aid, student statements and tutoring, the consulting group Level up and Aspire Education.Org are both sending OSA a proposal for consideration. Our goal is to have this group on campus by August 2025. We are on track with this action of monitoring and evaluating. The Instructional Leadership Team, in partnership with arts faculty members, and with input from our Arts Advisory Board, developed a Student Self Assessment Rubric. In</p>
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**Pathway Strategic Actions 2025-2026**

**2025-2026 Strategic Actions**  
 Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

<p><b>Goal #1:</b> 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 learn the fundamentals of teaching arts education and explore the profession of artist educators.</p>	<p><b>New or Revised Strategic Actions for Goal #1</b></p>	<ol style="list-style-type: none"> <li>1. embed the peer artist educators program into the second semester capstone curriculum, enhancing both artistic and professional development of our students. This strategy will support access for all senior students.</li> <li>2. We will ensure that each student writes a lesson plan and teaches two lessons in semesters one and two, to be followed by a teacher evaluation and the students will complete a peer artists educator survey which will help identify areas for improvement which will enhance the performance of our peer artist educators.</li> <li>3. We will also help students build these experiences into their resumes which will showcase the educational experience of participating in the program, as well as the skills they acquired. This program will enhance our students' portfolios, demonstrating their progress, leadership skills, and achievements, allowing for a more comprehensive assessment of their learning compared to a single test score; the students will also include reflections on their process and growth.</li> <li>4. Our assessment is based on the peer and mentor critique feedback sessions, students self-reflection statements, we plan to implement an structured students assessment rubric.</li> </ol>
<p><b>Goal #2:</b> 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><b>New or Revised Strategic Actions for Goal #2</b></p>	<ol style="list-style-type: none"> <li>1. entrepreneurial components to our units.</li> <li>2. We will introduce advanced levels and specialized topics for example social entrepreneurship training, digital marketing, public relations, and social media training which will foster entrepreneurial thinking among students</li> <li>3. We will encourage students to take on internships to provide real-world business experiences and encourage innovation and creativity.</li> </ol>
<p><b>Goal #3:</b> 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><b>New or Revised Strategic Actions for Goal #3</b></p>	<ol style="list-style-type: none"> <li>1. Integrate structured academic support, advising, and scheduling flexibility to facilitate student participation and success.</li> <li>2. Increase the percentage of pathway graduates completing two or more dual enrollment courses to at least 50% by expanding course offerings, strengthening partnerships with colleges, and providing targeted resources to support student achievement.</li> <li>3. Monitor and evaluate dual enrollment participation and success rates through data tracking, student feedback, and continuous improvement efforts to enhance accessibility for our focal students, equity, and overall program effectiveness.</li> <li>4. This particular action was a little ambitious, we are not on track for this action, we must add more college partnerships in order to meet this action which we are in the process of doing now. Although with peralta college pulling back from working with charters we have to create partnerships outside of peralta in order to meet this goal. we are currently in talks with Dablo Community College about developing dual enrollments for our instrumental pathway and Chabot Community College about their Theatre Production courses. We expect to partner with both schools before 2026.</li> </ol>

**Pathway Budget Expenditures**  
 Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget								
BUDGET JUSTIFICATION								
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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; not all 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 details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved  (Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved  (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form <b>is</b> required along with any other OUSD form that is required for approval)  <i>(protected cells below are to be completed by MN/H staff only)</i>
	<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. This expenditure includes salary and benefits costs.</p>	\$31,536.29	1100	Certified Salary	Teacher	0.20	Performing Arts	Approved
<p>Hire a Teacher, at 2.0 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. This expenditure includes salary &amp; benefit costs.</p>	\$31,536.29	1100	Certified Salary	Teacher	0.20	Performing Arts	Approved	
<b>2026-2027: YEAR FOUR</b>								
<b>Pathway Strategic Goals</b>								
By 2027, 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.								
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By June 2027, 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.								
<b>Budget Expenditures</b>								
<i>Effective July 1, 2026 - June 30, 2027</i>								
<b>2026-27 Pathway Budget</b>								
BUDGET JUSTIFICATION								
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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>We encourage you to refer to this list of <a href="#">Object Codes</a> 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; not all 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 details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Approval  Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. Conditionally approved means that a Measure H Justification Form is required.  <i>(protected cells below are to be completed by MN/H staff only)</i>	

<p><b>Hire a Business of the Arts Teacher at 0.2 FTE for the Performing Arts pathway.</b> This is a pathway cohort 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. This expenditure includes salary and benefits costs.</p>	<p>\$31,536.29</p>	<p>1105 - Teacher Salaries</p>	<p>Teacher Salaries</p>	<p>Teacher</p>	<p>0.20</p>	<p>Performing Arts</p>	<p>Approved</p>
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# Oakland School for the Arts Program of Study

**Industry Sector: Local Union 107, Another Planet productions, Bay Area Productions**

**Industry Partners: The Fox, Paramount Theatre, Henry J. Kaiser**

**Post-Secondary Partners: Laney College, Berkeley Community College**

**Community-Based Partners: Local Union107, Paramount Theatre, Henry J. Kaiser Center for the Arts, The Valkyries, Sole Space, Another Planet/The Fox Theatre,**

**Arts Advisory Board Members Larry Baptist - Grammy U Music Production**

**Mimi Chakarova - Film Production**

**Tracy Cruz - Grammy U Vocal Mentor**

**Phil Green - Artist Manager**

**Dov Hassan- Chair Chabot College Theatre Production**

**Levant Obulie - Film Production / Live Events**

**Shannon Price - Fashion**

**Ronnie Reddick - Renowned Dance Choreographer / Dance Instructor at Stanford University**

**Tony Spires - Theatre/Live events production**

**Nick Vasalio - Diablo Valley College Chair Music**

Pathway Vision	What is the instructional vision and desired experience for students that will drive the pathway?				
Pathway COP Meeting Time:	9th Grade Program	10th Grade Program	11th Grade Program	12th Grade Program	Pathway Student Learning Outcomes
<p><b>Academic Core</b> Student Cohort Integrity <i>Course all students take</i></p> <p>(Replace with course names linked to course descriptions)</p>	<p>English 9: <a href="#">Bob Marcacci and Nick Kronick- English I</a> Social Science: <a href="#">Felix Cabrera- Ethnic Studies</a> School and State Requirements: <a href="#">Marie Plette and Amelia Whitcomb- Business of the Arts</a> <a href="#">Maya Levine and Emmy Trieu- Health</a> Math: <a href="#">Mike King- Algebra I</a> Other: Spanish- <a href="#">Alexis Jimenez- Spanish I, Sandra Schliemer- Spanish II</a></p>	<p>English 10: <a href="#">Nick Kronick- English II</a> Social Science: <a href="#">Stephanie Guasp- World History</a> Science: <a href="#">Emmy Trieu- Biology</a> Math: <a href="#">Andrew Imm-Geometry</a> Other: Spanish- <a href="#">Alexis Jimenez- Spanish I, Sandra Schliemer- Spanish II, III</a></p>	<p>English 11: <a href="#">Nam Le-AP Lang and English III</a> Social Science: <a href="#">Andrew Burt- US History, APUSH</a> Science: <a href="#">Sonal Duggal, Chemistry Physics, Daniel Qiu- Computer Science</a> Math: <a href="#">Song Bae-Algebra II</a> Other: Spanish- <a href="#">Alexis Jimenez- Spanish I, Sandra Schliemer- Spanish II, III</a></p>	<p>English 12: <a href="#">Robert Marcacci- English IV</a> Social Science: <a href="#">Jack Blangy- AP Govt, US Govt, Econ</a> Science: <a href="#">Kristen Graff Baker- AP Physics, Daniel Qiu- Computer Science</a> Math: <a href="#">Song Bae- Pre Calculus</a> Other: Spanish- <a href="#">Alexis Jimenez, Sandra Schliemer</a></p>	<p><b>Fashion Design Pathway</b></p> <p><b>9th Grade – Foundations of Fashion</b></p> <ul style="list-style-type: none"> <li>• Students identify key elements and principles of fashion design.</li> <li>• Students develop basic sketching, textile knowledge, and garment construction skills.</li> <li>• Students explore fashion history, cultural influences, and career pathways.</li> <li>• Create portfolio</li> </ul> <p><b>10th Grade – Fashion Design I (Skill Development)</b></p> <ul style="list-style-type: none"> <li>• Draft bio and resume</li> <li>• Students apply design principles to create original fashion concepts.</li> <li>• Students develop sewing, patternmaking, and textile manipulation skills.</li> </ul>
<p>Technical Core/Theme (CTE Sequence) <a href="#">CTE Course Resources</a></p>	<p><a href="#">Design, Visual Media Arts</a></p> <p>Fashion and Costume Design Creative Non Fiction Workshop Digital Media Concepts Theatre Production</p>	<p><a href="#">Design, Visual Media Arts</a></p> <p>Fashion and Costume Design I Fiction Workshop Digital Media Concepts II CTE Studio Production I</p>	<p><a href="#">Design, Visual Media Arts</a></p> <p>Fashion and Costume Design II Screenwriting Digital Media Concepts II Live Video Production</p>	<p><a href="#">Design, Visual Media Arts</a></p> <p>Fashion and Costume Design III Senior Book Capstone (all seniors write and publish a book) Digital Media Concepts III Live Video Production</p>	

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	Visual Art I	Theatre Production Set Design Visual Art II	CTE Studio Production II Theatre Production Set Construction Visual Art III	CTE Studio Production III Advanced Theatre Production AP Studio Art and Design/Visual Arts	<ul style="list-style-type: none"> <li>Students analyze fashion trends and develop small design collections.</li> </ul>
					<p><b>11th Grade – Fashion Design II (Concentrator)</b></p> <ul style="list-style-type: none"> <li>Create social media pages</li> <li>Students create cohesive fashion collections based on research and inspiration.</li> <li>Students utilize industry tools and digital platforms for fashion design.</li> <li>Students collaborate on fashion showcases or design projects.</li> <li>Update and review portfolio</li> </ul>
<p>Integration Types (include description) <i>What will be true across the pathway cohort classes?</i></p> <ul style="list-style-type: none"> <li>Practice</li> <li>Skills</li> <li>Projects (see row below)</li> <li>Events (WBL)</li> </ul>	<p>All of pathways work on live shows together</p> <p>Theatre Production Design Visual Arts Fashion Theatre</p>	<p>All of pathways work on live shows together</p> <p>Theatre Production Design Visual Arts Fashion Theatre Digital Media Arts</p>	<p>All of pathways work on live shows together</p> <p>Theatre Production Design Visual Arts Fashion Theatre Digital Media Arts</p>	<p>All of pathways work on live shows together</p> <p>Theatre Production Design Visual Arts Fashion Theatre Digital Media Arts</p>	<p><b>12th Grade – Fashion Design Capstone</b></p> <ul style="list-style-type: none"> <li>Update resume</li> <li>Students design and produce a professional-quality fashion collection.</li> <li>Students develop a design portfolio including sketches, patterns, and finished garments.</li> <li>Students present their work publicly through a runway show, exhibition, or digital portfolio.</li> <li>Internship opportunity.</li> </ul>
<p>Dual Enrollment <b>[Link to Dual Enrollment]</b></p>	<p><a href="#">College of Alameda Apparel Design and Sketching</a></p>	<p><a href="#">College of Alameda Apparel Design and Sketching</a></p>	<p><a href="#">College of Alameda Apparel Design and Sketching</a></p>	<p><a href="#">Berkeley City College English 1A, 1B</a> <a href="#">College of Alameda Apparel Design and Sketching</a></p>	
<p>Integrated Projects/ Common Performance Assessments</p>	<p><b>Fourth coming all grade level project:</b> The World Peace Integrated Arts Project is a cross-pathway</p>	<p><a href="#">Link to Integrated Project Folders</a> Work in progress</p>	<p><a href="#">Link to Integrated Project Folders</a> Work in progress</p>	<p><a href="#">Link to Integrated Project Folders</a> Work in progress</p>	

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	<p>collaboration in which students explore questions such as: What does peace look like? How can the arts inspire dialogue, healing, and social change?</p> <p>Academic courses will support the artistic work through research and analysis. - Historical peace movements and leaders. -Global conflicts and diplomatic solutions -Cultural traditions related to reconciliation -The role of art in social movements and community healing.</p>				<p><b>Literary Arts Pathway</b></p> <p><b>9th Grade – Foundations of Literary Arts</b></p> <ul style="list-style-type: none"> <li>• Students explore multiple writing genres including poetry, fiction, and spoken word.</li> <li>• Students analyze literary techniques and storytelling structures.</li> <li>• Students develop writing habits through workshops and peer feedback.</li> <li>• Create portfolio</li> </ul> <p><b>10th Grade – Literary Arts I</b></p> <ul style="list-style-type: none"> <li>• Draft bio and resume</li> <li>• Students develop voice and style across multiple literary genres.</li> <li>• Students revise and refine original works through critique and editing.</li> <li>• Students explore performance, publication, and literary careers.</li> </ul> <p><b>11th Grade – Literary Arts II (Concentrator)</b></p> <ul style="list-style-type: none"> <li>• Create social media pages</li> </ul>
Defenses or Capstones				<a href="#">Senior Seminar</a> [Graduate Capstone]	
Other Courses / Electives	<a href="#">20th Century Pop Culture</a> <a href="#">AP Human Geography</a> <a href="#">Computer Science</a> <a href="#">Mock Trial</a>	<a href="#">20th Century Pop Culture</a> <a href="#">AP Human Geography</a> <a href="#">Computer Science</a> <a href="#">Mock Trial</a>	<a href="#">20th Century Pop Culture</a> <a href="#">AP Computer Science</a> <a href="#">AP Human Geography</a> <a href="#">Computer Science</a> <a href="#">Mock Trial</a>	<a href="#">20th Century Pop Culture</a> <a href="#">AP Computer Science</a> <a href="#">AP Human Geography</a> <a href="#">Computer Science</a> <a href="#">Mock Trial</a>	

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			<a href="#">Peer to Peer Arist Educators Physics</a>	<a href="#">Peer to Peer Arist Educators Physics</a>	<ul style="list-style-type: none"> <li>• <b>Students produce a cohesive body of original writing.</b></li> <li>• <b>Students participate in readings, publications, or literary collaborations.</b></li> <li>• <b>Students apply advanced literary techniques and narrative structures.</b></li> </ul>
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	Assemblies, Affinity group and club meetings BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: Dance at SF Ballet, College trips to UCB and BCC, Theatre at Jennifer Hudson, Vocal and Instrumental in China, Vocal at Cirque de Soleil All pathway performances and exhibitions	Assemblies, Affinity group and club meetings BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: Dance at SF Ballet, College trips to UCB and BCC, Theatre at Jennifer Hudson, Vocal and Instrumental in China, Vocal at Cirque de Soleil All pathway performances and exhibitions	Assemblies, Affinity group and club meetings BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: Dance at SF Ballet, College trips to UCB and BCC, Theatre at Jennifer Hudson, Vocal and Instrumental in China, Vocal at Cirque de Soleil All pathway performances and exhibitions	Assemblies, Affinity group and club meetings BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: Dance at SF Ballet, College trips to UCB and BCC, Theatre at Jennifer Hudson, Vocal and Instrumental in China, Vocal at Cirque de Soleil All pathway performances and exhibitions	<p><b>12th Grade – Literary Arts Capstone</b></p> <ul style="list-style-type: none"> <li>• <b>Update resume</b></li> <li>• <b>Students write a professionally published book.</b></li> <li>• <b>Students complete a major writing project such as a poetry collection, screenplay, or novella.</b></li> <li>• <b>Students present work publicly through readings, publications, or multimedia performance.</b></li> <li>• <b>Finalize portfolio and present to industry jury.</b></li> <li>• <b>Senior book sale: all seniors have published books for sale.</b></li> </ul> <hr/> <p><b>Media Arts Pathway</b></p>

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					<p><b>9th Grade – Media Arts Foundations</b></p> <ul style="list-style-type: none"><li>• Students explore digital storytelling, visual communication, and media production tools.</li><li>• Students develop foundational skills in photography, video, and graphic design.</li><li>• Students analyze media messages and their cultural impact.</li><li>• Create portfolio</li></ul> <p><b>10th Grade – Media Arts I</b></p> <ul style="list-style-type: none"><li>• Students produce original digital media projects using industry software.</li><li>• Students apply principles of design, composition, and storytelling. Students collaborate on multimedia productions.</li><li>• Review and update portfolio</li><li>• Draft resume</li></ul> <p><b>11th Grade – Media Arts II (Concentrator)</b></p> <ul style="list-style-type: none"><li>• Develop bio, create social media pages</li></ul>
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					<ul style="list-style-type: none"> <li>• Students develop advanced skills in video production, digital design, or animation.</li> <li>• Students plan and execute complex media projects.</li> <li>• Students work collaboratively in production teams.</li> <li>• Internship opportunity.</li> </ul> <p><b>12th Grade – Media Arts Capstone</b></p> <ul style="list-style-type: none"> <li>• Update resume</li> <li>• Students produce a professional media portfolio.</li> <li>• Students complete a large-scale media production such as a short film, documentary, or digital campaign.</li> <li>• Students present projects to industry professionals or public audiences.</li> <li>• Internship opportunity.</li> </ul> <p><b>Production Design Pathway (Stagecraft, Scenic Design, Lighting, Costume, Technical Theatre)</b></p> <p><b>9th Grade – Production Design Foundations</b></p>
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					<ul style="list-style-type: none"><li>• Students learn the fundamentals of stagecraft, technical theatre, and design.</li><li>• Students explore scenic, lighting, sound, and costume design principles.</li><li>• Students participate in basic production support roles.</li></ul> <p><b>10th Grade – Production Design I</b></p> <ul style="list-style-type: none"><li>• Create resume</li><li>• Students develop skills in scenic construction, lighting technology, and costume production.</li><li>• Students apply design principles to theatrical productions.</li><li>• Students collaborate as members of a production team.</li></ul> <p><b>11th Grade – Production Design II (Concentrator)</b></p> <ul style="list-style-type: none"><li>• Develop social media pages</li><li>• Students design and execute technical elements for productions. Students develop specialized skills in areas such as lighting, scenic design, or costume design.</li></ul>
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					<ul style="list-style-type: none"><li>• Students assume leadership roles in production crews.</li></ul> <p><b>12th Grade – Production Design Capstone</b></p> <ul style="list-style-type: none"><li>• Update resume</li><li>• Students lead technical teams for theatrical productions or events.</li><li>• Students create a professional design portfolio including renderings, plans, and production documentation.</li><li>• Students present capstone work demonstrating industry-level technical skills to a jury panel.</li><li>• Internship opportunity.</li></ul> <p><b>Visual Arts Pathway</b></p> <p><b>9th Grade – Visual Arts Foundations</b></p> <ul style="list-style-type: none"><li>• Students develop foundational drawing, painting, and design skills.</li><li>• Students explore artistic techniques, materials, and creative processes.</li><li>• Students analyze historical and contemporary artworks.</li><li>• Develop portfolio</li></ul>
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					<p><b>10th Grade – Visual Arts I</b></p> <ul style="list-style-type: none"> <li>● Create resume</li> <li>● Students experiment with multiple media including painting, sculpture, and mixed media.</li> <li>● Students develop technical skills and personal artistic voices.</li> <li>● Students create themed art projects.</li> <li>● Update portfolio</li> </ul> <p><b>11th Grade – Visual Arts II (Concentrator)</b></p> <ul style="list-style-type: none"> <li>● Develop artist social media pages</li> <li>● Students develop a cohesive body of artwork exploring personal themes.</li> <li>● Students apply advanced techniques across chosen media. Students participate in critiques, exhibitions, and collaborative art projects.</li> <li>● Review portfolio</li> </ul> <p><b>12th Grade – Visual Arts Capstone</b></p> <ul style="list-style-type: none"> <li>● Update resume, final draft bio, update social media</li> <li>● Students produce a professional art portfolio.</li> <li>● Students complete a major body of work for exhibition.</li> </ul>
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					<ul style="list-style-type: none"> <li>• Students curate and present work in a public gallery show or digital exhibition.</li> <li>• Finalize portfolio</li> <li>• Present portfolio for jury panel</li> </ul>
<p>Work Based Learning</p> <p>[reference documents: <a href="#">WBL Continuum</a></p>	<p><a href="#">[Link to WBL Plan Template]</a></p> <p><i>Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)</i></p>	<p><a href="#">[Link to WBL Plan Template]</a></p> <p><i>Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)</i></p>	<p><a href="#">[Link to WBL Plan Template]</a></p> <p><i>Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)</i></p>	<p><a href="#">[Link to WBL Plan Template]</a></p> <p><i>Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)</i></p>	<p><b>Certifications work in progress</b></p>

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Student Leadership, including CTSO	Student Council, <a href="#">BSOC</a> , and <a href="#">Affinity Groups</a>	Student Council, <a href="#">BSOC</a> , and <a href="#">Affinity Groups</a>	Student Council, <a href="#">BSOC</a> , and <a href="#">Affinity Groups</a>	Student Council, <a href="#">BSOC</a> , and <a href="#">Affinity Groups</a>	
Summer Learning (Summer Bridge, summer learning, credit recovery)	None offered	None offered	None offered	None offered	
College Awareness & Exploration <a href="#">College and Career Readiness Classroom Framework</a>	<a href="#">There are school events, seminars, and Google Classrooms available for each unique grade level</a>	<a href="#">There are school events, seminars, and Google Classrooms available for each unique grade level</a>	<a href="#">There are school events, seminars, and Google Classrooms available for each unique grade level</a>	<a href="#">There are school events, seminars, and Google Classrooms available for each unique grade level</a>	
Community Building and Motivational Activities and Trips	Assemblies, Affinity group and club meetings Affinity group leader trip to Pixar, BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: College trips to UCB and BCC, Visual Arts to DeYoung, MOMA, and Musée des Mécaniques, Production Design and Fashion at Cirque de Soleil, Fashion to the Nutcracker, Production Design to Bubble Planet and Meowolf	Assemblies, Affinity group and club meetings Affinity group leader trip to Pixar, BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: College trips to UCB and BCC, Visual Arts to DeYoung, MOMA, and Musée des Mécaniques, Production Design and Fashion at Cirque de Soleil, Fashion to the Nutcracker, Production Design to Bubble Planet and Meowolf All pathway performances and exhibitions	Assemblies, Affinity group and club meetings Affinity group leader trip to Pixar, BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: College trips to UCB and BCC, Visual Arts to DeYoung, MOMA, and Musée des Mécaniques, Production Design and Fashion at Cirque de Soleil, Fashion to the Nutcracker, Production Design to Bubble Planet and Meowolf All pathway performances and exhibitions	Assemblies, Affinity group and club meetings Affinity group leader trip to Pixar, BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: College trips to UCB and BCC, Visual Arts to DeYoung, MOMA, and Musée des Mécaniques, Production Design and Fashion at Cirque de Soleil, Fashion to the Nutcracker, Production Design to Bubble Planet and Meowolf All pathway performances and exhibitions	

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	All pathway performances and exhibitions				
Advisory	<a href="#">Information on Advisory</a>	<a href="#">Information on Advisory</a>	<a href="#">Information on Advisory</a>	<a href="#">Information on Advisory</a>	
Personalized Supports	Students who are not A-G and/or not on their diploma track get an individualized grad plan from their academic counselor and are signed up for Academic Support. Academic Support takes place once a week for students from 1:45-3:05. During that time they get the opportunity to check in with their academic counselor and catch up on work.	Students who are not A-G and/or not on their diploma track get an individualized grad plan from their academic counselor and are signed up for Academic Support. Academic Support takes place once a week for students from 1:45-3:05. During that time they get the opportunity to check in with their academic counselor and catch up on work.	Students who are not A-G and/or not on their diploma track get an individualized grad plan from their academic counselor and are signed up for Academic Support. Academic Support takes place once a week for students from 1:45-3:05. During that time they get the opportunity to check in with their academic counselor and catch up on work.	Students who are not A-G and/or not on their diploma track get an individualized grad plan from their academic counselor and are signed up for Academic Support. Academic Support takes place once a week for students from 1:45-3:05. During that time they get the opportunity to check in with their academic counselor and catch up on work.	
Use of expanded learning time (before or after school)	We extend the school day to allow for additional learning time for all high school students. Evening and weekend performances/exhibitions of work	We extend the school day to allow for additional learning time for all high school students. Evening/weekend performances/exhibitions of work	We extend the school day to allow for additional learning time for all high school students. Evening/weekend performances / exhibitions of work	We extend the school day to allow for additional learning time for all high school students. Evening/weekend performances / exhibitions of work	

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<b>Pathway Vision</b>	What is the instructional vision and desired experience for students that will drive the pathway?				
<b>Pathway COP Meeting Time:</b>	<b>9th Grade Program</b>	<b>10th Grade Program</b>	<b>11th Grade Program</b>	<b>12th Grade Program</b>	<b>Pathway Student Learning Outcomes</b>
<b>Academic Core</b> Student Cohort Integrity <i>Course all students take</i>  (Replace with course names linked to course descriptions)	English 9: <a href="#">Bob Marcacci and Nick Kronick- English I</a> Social Science: <a href="#">Felix Cabrera- Ethnic Studies</a> School and State Requirements: <a href="#">Marie Plette and Amelia Whitcomb- Business of the Arts</a> <a href="#">Maya Levine and Emmy Trieu- Health</a> Math: <a href="#">Mike King- Algebra I</a> Other: Spanish- <a href="#">Alexis Jimenez- Spanish I, Sandra Schliemer- Spanish II</a>	Grade level meeting time: English 10: <a href="#">Nick Kronick- English II</a> Social Science: <a href="#">Stephanie Guasp- World History</a> Science: <a href="#">Emmy Trieu- Biology</a> Math: <a href="#">Andrew Imm-Geometry</a> Other: Spanish- <a href="#">Alexis Jimenez- Spanish I, Sandra Schliemer- Spanish II, III</a>	Grade level meeting time: English 11: <a href="#">Nam Le-AP Lang and English III</a> Social Science: <a href="#">Andrew Burt- US History, APUSH</a> Science: <a href="#">Sonal Duggal, Chemistry Physics, Daniel Qiu- Computer Science</a> Math: <a href="#">Song Bae-Algebra II</a> Other: Spanish- <a href="#">Alexis Jimenez- Spanish I, Sandra Schliemer- Spanish II, III</a>	Grade level meeting time: English 12: <a href="#">Robert Marcacci- English IV</a> Social Science: <a href="#">Jack Blangy- AP Govt, US Govt, Econ</a> Science: <a href="#">Sonal Duggal, Chemistry Physics, Daniel Qiu- Computer Science</a> Math: <a href="#">Song Bae- Pre Calculus</a> Other: Spanish- <a href="#">Alexis Jimenez, Sandra Schliemer</a>	<b>AUDIO PRODUCTION &amp; ENGINEERING</b> 9th Grade – Foundations of Audio <ul style="list-style-type: none"> <li>Learn commonly used terms by audio engineers</li> <li>Basic studio etiquette and safety procedures.</li> <li>Identify and properly use microphones, cables, mixers, and audio interfaces.</li> <li>Record and edit simple audio projects using a digital audio workstation (DAW).</li> </ul>

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<p>Technical Core/Theme (CTE Sequence) <a href="#">CTE Course Resources</a></p>	<p><a href="#">Performing Arts Program</a> All Intro Courses APE CTE Midi Production I Ballet I Hip Hop Dance (Course Descriptions Forthcoming) Playwriting Directing Acting Theory Musical Theatre Scene Study Musical Theatre Musical Theatre Dance Solo Rep Intro Jazz Band Guitar Ensemble Studio Piano Chamber Orchestra</p>	<p><a href="#">Performing Arts Program</a> All Concentrator Courses APE CTE Midi Production II Ballet I/II Contemporary I/II Hip Hop Dance I ( Course Descriptions Forthcoming) Playwriting II Directing II Acting Theory II Voice and Text Physical Theatre I Musical Theatre Scene Study II Musical Theatre Musical Theatre Dance II Careers in Music Music History One Voice Concert Choir Vocal Rush Jazz Ensemble II Guitar Ensemble II Piano Program II Chamber Orchestra II</p>	<p><a href="#">Performing Arts Program</a> All Concentrator Courses APE CTE Midi Production III Ballet I/II Contemporary III/IV Hip Hop Dance II (Course Descriptions Forthcoming) Playwriting II Directing II Acting Theory II Voice and Text Physical Theatre II/III Musical Theatre Scene Study II Musical Theatre Musical Theatre Dance II Careers in Music Music History One Voice Concert Choir Vocal Rush Jazz Ensemble II Guitar Ensemble II Piano Program II Chamber Orchestra II</p>	<p><a href="#">Performing Arts Program</a> All Capstone Courses APE CTE Midi Production IV Ballet III/IV Contemporary III/IV Choreography (Course Descriptions Forthcoming) Playwriting III Directing III Acting Theory III Voice and Text Physical Theatre II/III Musical Theatre Scene Study III Musical Theatre Musical Theatre Dance III Careers in Music Music History One Voice Concert Choir Vocal Rush Jazz Ensemble II Classical Guitar Ensemble III Piano Program II Chamber Orchestra II</p>	<ul style="list-style-type: none"> <li>Collaborate with peers to produce a short recorded project (podcast, beat, or song).</li> <li>Research the roles of audio engineers and producers in the music industry.</li> <li>Attend a masterclass on copyright, publishing, and digital distribution</li> </ul> <p><b>10th Grade – Audio Production Techniques</b></p> <ul style="list-style-type: none"> <li>Apply multi-track recording techniques in a studio environment.</li> <li>Demonstrate proper microphone placement and gain staging.</li> <li>Edit and mix recordings using EQ, compression, and effects.</li> <li>Produce collaborative projects with musicians or vocalists.</li> <li>Demonstrate knowledge of copyright, publishing, and digital distribution</li> <li>Present finished recordings for peer feedback.</li> <li>Research the roles of audio engineers and producers in the music industry.</li> </ul>
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<p>Integration Types (include description) <i>What will be true across the pathway cohort classes?</i></p> <ul style="list-style-type: none"> <li>- Practice</li> <li>- Skills</li> <li>- Projects (see row below)</li> <li>- Events (WBL)</li> </ul>	<p>All of pathways work on live shows together</p> <p><a href="#">Dance</a> <a href="#">Music</a> <a href="#">Theatre</a> <a href="#">Production Design</a> <a href="#">Fashion</a></p> <p>- End of the year capstone (in progress)</p>	<p>All of pathways work on live shows together</p> <p><a href="#">Dance</a> <a href="#">Music</a> <a href="#">Theatre</a> <a href="#">Production Design</a> <a href="#">Fashion</a></p> <p>- End of the year capstone (in progress)</p>	<p>All of pathways work on live shows together</p> <p><a href="#">Dance</a> <a href="#">Music</a> <a href="#">Theatre</a> <a href="#">Production Design</a> <a href="#">Fashion</a></p> <p>- End of the year capstone (in progress)</p>	<p>All of pathways work on live shows together</p> <p><a href="#">Dance</a> <a href="#">Music</a> <a href="#">Theatre</a> <a href="#">Production Design</a> <a href="#">Fashion</a></p> <p>- End of the year capstone (in progress)</p>	<ul style="list-style-type: none"> <li>• Attend a masterclass on copyright, publishing, and digital distribution</li> <li>• Develop audio portfolio</li> </ul> <p><b>11th Grade – Advanced Engineering &amp; Production</b></p> <ul style="list-style-type: none"> <li>• Attend a masterclass on managing a recording studio</li> <li>• Become knowledgeable of post secondary and career choices</li> <li>• Demonstrate advanced mixing and mastering techniques.</li> <li>• Produce music tracks for artists, ensembles, or media projects.</li> <li>• Apply project management skills to recording productions.</li> <li>• Work with industry mentors or participate in work-based learning experiences.</li> <li>• Update audio portfolio of recordings and production credits.</li> </ul> <p><b>12th Grade – Capstone &amp; Industry Readiness</b></p>
<p>Dual Enrollment <b>[Link to Dual Enrollment]</b></p>				<p><a href="#">Berkeley City College English 1A, 1B</a></p>	
<p>Integrated Projects/ Common Performance Assessments</p>	<p><b>Fourth coming all grade level project</b></p> <p>The World Peace Integrated Arts Project is a cross-pathway collaboration in which students explore questions such as: What does peace look like? How can the arts inspire dialogue, healing, and social change?</p> <p>Academic courses will support the artistic work through research and analysis. -Historical peace movements and leaders.</p>	<p><a href="#">Link to Integrated Project Folders</a></p> <p>Work in progress</p>	<p><a href="#">Link to Integrated Project Folders</a></p> <p>Work in progress</p>	<p><a href="#">Link to Integrated Project Folders</a></p> <p>Work in progress</p>	

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	-Global conflicts and diplomatic solutions -Cultural traditions related to reconciliation -The role of art in social movements and community healing.				<ul style="list-style-type: none"> <li>• Create resume, bio, build an artist social media profile, draft cover letter</li> <li>• Manage recording sessions that includes booking studio time, communicating with producers, artist and musicians</li> <li>• Produce a complete professional recording project or album. Demonstrate mastery of studio workflow, recording, mixing, and mastering.</li> <li>• Collaborate with performing arts pathways to produce concert recordings or media projects</li> <li>• Finalize a professional portfolio and resume.</li> </ul>
Defenses or Capstones				<a href="#">Senior Seminar</a> [Graduate Capstone]	
Other Courses / Electives	<a href="#">20th Century Pop Culture</a> <a href="#">AP Human Geography</a> <a href="#">Computer Science</a> <a href="#">Mock Trial</a>	<a href="#">20th Century Pop Culture</a> <a href="#">AP Human Geography</a> <a href="#">Computer Science</a> <a href="#">Mock Trial</a>	<a href="#">20th Century Pop Culture</a> <a href="#">AP Computer Science</a> <a href="#">AP Human Geography</a> <a href="#">Computer Science</a> <a href="#">Mock Trial</a> <a href="#">Peer to Peer Arist Educators</a> <a href="#">Physics</a>	<a href="#">20th Century Pop Culture</a> <a href="#">AP Computer Science</a> <a href="#">AP Human Geography</a> <a href="#">Computer Science</a> <a href="#">Mock Trial</a> <a href="#">Peer to Peer Arist Educators</a> <a href="#">Physics</a>	

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<p>Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)</p>	<p>Assemblies, Affinity group and club meetings BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: Dance at SF Ballet, College trips to UCB and BCC, Theatre at Jennifer Hudson, Vocal and Instrumental in China, Vocal at Cirque de Soleil All pathway performances and exhibitions</p>	<p>Assemblies, Affinity group and club meetings BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: Dance at SF Ballet, College trips to UCB and BCC, Theatre at Jennifer Hudson, Vocal and Instrumental in China, Vocal at Cirque de Soleil All pathway performances and exhibitions</p>	<p>Assemblies, Affinity group and club meetings BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: Dance at SF Ballet, College trips to UCB and BCC, Theatre at Jennifer Hudson, Vocal and Instrumental in China, Vocal at Cirque de Soleil All pathway performances and exhibitions</p>	<p>Assemblies, Affinity group and club meetings BSOC Affinity Fair, Potluck, Camping Trip, all school show Field Trips: Dance at SF Ballet, College trips to UCB and BCC, Theatre at Jennifer Hudson, Vocal and Instrumental in China, Vocal at Cirque de Soleil All pathway performances and exhibitions</p>	<ul style="list-style-type: none"> <li>• Present capstone project to a jury panel of industry professionals.</li> <li>• Demonstrate readiness for college, internships, or careers in audio engineering.</li> </ul> <p><b>DANCE</b> <b>9th Grade – Dance Foundations</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge on the history of various dance genres.</li> <li>• Demonstrate an understanding of dance terminology.</li> <li>• Demonstrate foundational technique in ballet, modern, and contemporary dance.</li> <li>• Develop basic body alignment, strength, and flexibility.</li> <li>• Perform simple choreographed combinations.</li> <li>• Demonstrate collaboration within an ensemble.</li> <li>• Develop their performance portfolios.</li> </ul> <p><b>10th Grade – Technique</b></p>
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- Demonstrate technique in multiple dance styles (ballet, modern, hip hop).
- Perform choreographed works with improved precision and expression.
- Create short original choreography.
- Analyze dance works using dance vocabulary and critique methods.
- Participate in public performances.
- Demonstrate rehearsal discipline and artistic growth.

## **11th Grade – Performance**

- Demonstrate advanced technical skills and stylistic versatility.
- Collaborate with peers on ensemble works and interdisciplinary performances.
- Participate in a professional workshop.
- Finalize portfolio
- Performance peer feedback

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					<p><b>12th Grade – Capstone Performance, Choreography &amp; Leadership</b></p> <ul style="list-style-type: none"><li>• Create resume, bio, build an artist social media profile, draft cover letter</li><li>• Demonstrate artistic leadership in rehearsals and performances</li><li>• Collaborate with production teams on lighting, staging, and design.</li><li>• Demonstrate readiness for college dance programs or professional pathways.</li><li>• .Present capstone project to a jury panel of industry professionals.</li></ul> <p><b>Instrumental Music</b></p> <p><b>9th Grade – Musical Foundations</b></p> <ul style="list-style-type: none"><li>• Demonstrate basic instrumental technique.</li><li>• Read and perform music notation.</li><li>• Understand music theory.</li><li>• Develop listening skills for pitch, rhythm, and balance.</li></ul>
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- Perform as part of an ensemble.
- Develop practice habits and
- Demonstrate improvement through performance assessments
- Develop their performance portfolios.
- Perform in school concerts or recitals.

## **10th Grade – Ensemble Performance & Musicianship**

- Demonstrate improved technical proficiency and ensemble awareness.
- Perform music from multiple genres and cultures.
- Apply knowledge of music theory and form in rehearsals.
- Participate in collaborative performances.
- Begin improvisation or composition exercises.
- Reflect on performance strengths and growth areas.

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## **11th Grade – Advanced Musicianship**

- Perform advanced repertoire with technical accuracy and musical expression.
- Demonstrate sight-reading and improvisation skills.
- Compose or arrange original music.
- Collaborate with other pathways in recordings or interdisciplinary performances.  
Develop leadership skills as section leaders or mentors.
- Update portfolio.
- Develop professional video

## **12th Grade – Capstone Performance**

- Perform advanced solo and ensemble repertoire.
- Present an original composition, arrangement, or recording project.
- Demonstrate mastery of musical interpretation and performance practice.

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					<ul style="list-style-type: none"><li>• Finalize professional video and recording portfolio.</li><li>• Present a capstone recital or jury performance.</li><li>• Demonstrate readiness for college music programs or professional opportunities.</li></ul> <p><b>THEATRE</b> <b>9th Grade – Acting Foundations</b></p> <ul style="list-style-type: none"><li>• Demonstrate the foundations of theatre with a focus on the development of performance technique.</li><li>• Demonstrate techniques including voice, movement, and character development.</li><li>• Perform short scenes or monologues. Analyze scripts for plot, character, and theme.</li><li>• Demonstrate ensemble collaboration and rehearsal etiquette.</li></ul>
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					<ul style="list-style-type: none"> <li>● Reflect on acting choices and performance growth.</li> </ul> <p><b>10th Grade – Acting &amp; Theatre Production</b></p> <ul style="list-style-type: none"> <li>● Apply intermediate acting techniques to scene work and performances.</li> <li>● Demonstrate character development through text analysis.</li> <li>● Participate in school productions or showcases.</li> <li>● Understand basic elements of stagecraft and theatre design.</li> <li>● Collaborate with directors and production teams.</li> </ul> <p><b>11th Grade – Advanced Performance &amp; Directing</b></p> <ul style="list-style-type: none"> <li>● Perform complex scenes or roles with emotional authenticity.</li> <li>● Demonstrate advanced voice, movement, and improvisation skills.</li> <li>● Direct short scenes or student productions.</li> </ul>
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					<ul style="list-style-type: none"> <li>Analyze dramatic works within their historical and cultural contexts.</li> <li>Participate in community or professional theatre experiences.</li> </ul> <p><b>12th Grade – Capstone Production</b></p> <ul style="list-style-type: none"> <li>Perform or direct a major theatrical project or role.</li> <li>Demonstrate mastery of character development and performance technique.</li> <li>Collaborate with production teams in design and staging.</li> <li>Create a professional acting portfolio or audition package.</li> <li>Present work to a jury panel of theatre professionals.</li> </ul> <p><b>VOCAL MUSIC</b>  <b>9th Grade – Vocal Foundations</b></p> <ul style="list-style-type: none"> <li>Demonstrate proper breathing, posture, and vocal tone production.</li> <li>Sing in tune within an ensemble.</li> </ul>
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- Read basic vocal music notation.
- Perform in choir concerts or showcases.
- Demonstrate basic ear training and sight-singing skills.

## **10th Grade – Vocal Technique & Performance**

- Demonstrate improved vocal control, range, and expression.
- Perform music from multiple genres and cultures.
- Demonstrate basic solo performance skills.
- Apply vocal health and warm-up techniques.
- Collaborate with ensembles and small vocal groups.

## **11th Grade – Advanced Vocal Performance**

- Perform advanced choral and solo repertoire.

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|--|--|--|--|--|---|
|  |  |  |  |  | <ul style="list-style-type: none"><li>• Demonstrate sight-reading and vocal interpretation skills.</li><li>• Perform in small ensembles or vocal groups.</li><li>• Collaborate with instrumentalists or audio engineers on recordings.</li><li>• Develop a vocal performance portfolio.</li></ul> |
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**12th Grade – Capstone Vocal Performance**

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|  |  |  |  |  | <ul style="list-style-type: none"><li>• Present a solo vocal recital or recording project.</li><li>• Demonstrate mastery of vocal technique and stage presence.</li><li>• Interpret music with stylistic and emotional depth.</li><li>• Develop a professional audition portfolio or demo recording.</li><li>• Present a capstone performance for a jury panel.</li></ul> |
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Work Based Learning  <a href="#">WBL Continuum</a>	<a href="#">Link to WBL Plan Template</a> <i>Include class(es) activity is connected to and type of activity</i>	<a href="#">Link to WBL Plan Template</a> <i>Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)</i>	<a href="#">Link to WBL Plan Template</a> <i>Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)</i>	<a href="#">Link to WBL Plan Template</a> <i>Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)</i>	<b>Certifications</b> <b>Audio production: Avid/Protols</b>
Student Leadership, including CTSO	Student Council, <a href="#">BSOC</a> , and <a href="#">Affinity Groups</a>	Student Council, <a href="#">BSOC</a> , and <a href="#">Affinity Groups</a>	Student Council, <a href="#">BSOC</a> , and <a href="#">Affinity Groups</a>	Student Council, <a href="#">BSOC</a> , and <a href="#">Affinity Groups</a>	
Summer Learning (Summer Bridge, summer learning, credit recovery)	None offered	None offered	None offered	None offered	

# Oakland School for the Arts Program of Study

**Industry Sector: Performing Arts**

**Industry Partners: The Fox, Paramount Theatre, The Reef Recording Studio, Local Union 107**

**Post-Secondary Partners: Berkeley Community College and Alameda College**

**Community-Based Partners: African American Museum, Proper Fashions, The Post News Group, Oakland Ballers, SF Giants, The Warriors, Follow the Music, Fairyland, Oakland NAACP, Oakland Black Chamber of Commerce, Bonnevillle International KOIT, KFOX, 99NOW and KBLX, and 94.1 KPFA.**

**Linked Learning Advisory Board Members: Larry Baptist - Grammy U Music Production**

**Mimi Chakarova - Film Production**

**Tracy Cruz - Grammy U Vocal Mentor**

**Phil Green - Artist Manager**

**Dov Hassan- Chair Chabot College Theatre Production**

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**Shannon Price - Fashion**

**Ronnie Reddick - Renowned Dance Choreographer / Dance Instructor at Stanford University**

**Tony Spires - Theatre/Live events production**

**Nick Vasalio - Diablo Valley College Chair Music**

College Awareness & Exploration <a href="#">College and Career Readiness Classroom Framework</a>	<a href="#">There are school events, seminars, and Google Classrooms available for each unique grade level</a>	<a href="#">There are school events, seminars, and Google Classrooms available for each unique grade level</a>	<a href="#">There are school events, seminars, and Google Classrooms available for each unique grade level</a>	<a href="#">There are school events, seminars, and Google Classrooms available for each unique grade level</a>	
Community Building and Motivational Activities and Trips	<ul style="list-style-type: none"> <li>-Assemblies, cultural and academic celebrations</li> <li>-Affinity group and club weekly meetings</li> <li>-BSOC Affinity Fair</li> <li>-Affinity group leader trip to Pixar</li> <li>-Potlucks and affinity/club food selling events to raise money for trips</li> <li>-Camping Trip</li> <li>-All school show</li> <li>-Field Trips: Dance at SF Ballet</li> <li>-College trips to UCB and BCC</li> <li>-Theatre at Jennifer Hudson show</li> <li>-Vocal and Instrumental in China</li> <li>-Vocal at Cirque de Soleil and Bubble Planet</li> <li>-All pathway performances and exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>-Assemblies, cultural and academic celebrations</li> <li>-Affinity group and club weekly meetings</li> <li>-BSOC Affinity Fair</li> <li>-Affinity group leader trip to Pixar</li> <li>-Potlucks and affinity/club food selling events to raise money for trips</li> <li>-Camping Trip</li> <li>-All school show</li> <li>-Field Trips: Dance at SF Ballet</li> <li>-College trips to UCB and BCC</li> <li>-Theatre at Jennifer Hudson show</li> <li>-Vocal and Instrumental in China</li> <li>-Vocal at Cirque de Soleil and Bubble Planet</li> <li>-All pathway performances and exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>-Assemblies</li> <li>-Affinity group and club weekly meetings</li> <li>-BSOC Affinity Fair</li> <li>- Affinity group leader trip to Pixar</li> <li>-Potluck and affinity/club food selling events to raise money for trips</li> <li>-Camping Trip</li> <li>-All school show</li> <li>-Field Trips: Dance at SF Ballet, College trips to UCB and BCC</li> <li>-Theatre at Jennifer Hudson show</li> <li>- Vocal and Instrumental in China</li> <li>- Vocal at Cirque de Soleil and Bubble Planet</li> <li>-All pathway performances and exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>-Assemblies</li> <li>-Affinity group and club weekly meetings</li> <li>-BSOC Affinity Fair</li> <li>-Affinity group leader trip to Pixar</li> <li>-Potluck and affinity/club food selling events to raise money for trips</li> <li>-Camping Trip</li> <li>-All school show</li> <li>-Field Trips: Dance at SF Ballet</li> <li>-College trips to UCB and BCC</li> <li>-Theatre at Jennifer Hudson</li> <li>-Vocal and Instrumental in China</li> <li>-Vocal at Cirque de Soleil and Bubble Planet</li> <li>-All pathway performances and exhibitions</li> </ul>	
Advisory	<a href="#">Information on Advisory</a>	<a href="#">Information on Advisory</a>	<a href="#">Information on Advisory</a>	<a href="#">Information on Advisory</a>	

# Oakland School for the Arts Program of Study

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**Tony Spires - Theatre/Live events production**

**Nick Vasalio - Diablo Valley College Chair Music**

Personalized Supports	Students who are not A-G and/or not on their diploma track get an individualized grad plan from their academic counselor and are signed up for Academic Support. Academic Support takes place once a week for students from 1:45-3:05. During that time they get the opportunity to check in with their academic counselor and catch up on work.	Students who are not A-G and/or not on their diploma track get an individualized grad plan from their academic counselor and are signed up for Academic Support. Academic Support takes place once a week for students from 1:45-3:05. During that time they get the opportunity to check in with their academic counselor and catch up on work.	Students who are not A-G and/or not on their diploma track get an individualized grad plan from their academic counselor and are signed up for Academic Support. Academic Support takes place once a week for students from 1:45-3:05. During that time they get the opportunity to check in with their academic counselor and catch up on work.	Students who are not A-G and/or not on their diploma track get an individualized grad plan from their academic counselor and are signed up for Academic Support. Academic Support takes place once a week for students from 1:45-3:05. During that time they get the opportunity to check in with their academic counselor and catch up on work.	
Use of expanded learning time (before or after school)	We extend the school day to allow for additional learning time for all high school students.	We extend the school day to allow for additional learning time for all high school students.	We extend the school day to allow for additional learning time for all high school students.	We extend the school day to allow for additional learning time for all high school students.	

Work-Based Learning Lead: Dr. Delores Thompson Pathway Name: Performing Arts

Collaborators: Rachel Dalton, Arlyle Schultzy and Olivia Peña

Central Resources
<ul style="list-style-type: none"> <li>• <a href="#">WBL Continuum</a></li> <li>• <a href="#">WBL Benchmarks</a></li> <li>• <a href="#">Non-OUSD Sample WBL Plans</a></li> <li>• <a href="#">OUSD WBL Plans</a></li> <li>• <a href="#">Sample Goals</a></li> <li>• <a href="#">Linked Learning Alliance Work Based Learning Silver and Gold Certification</a></li> <li>• <a href="#">Measure N/H EIPs</a></li> </ul>

**WBL Plan Template Options:**

- [Calendar Template](#)
- [WBL Continuum Template](#)

**Goals: Key data points we are trying to sustain or move in this pathway** (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

- 1.
- 2.
- 3.

**Calendar [Benchmark Aligned WBL](#) (in [Program of Study](#)):**

- *For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item*
- *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students						
	Focal students						
	All-Students						

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	<p>Groups of students</p> <ul style="list-style-type: none"> <li>● Workplace tour</li> <li>● Guest speaker / teacher</li> <li>● Career fair</li> <li>● Visit a workplace</li> </ul>	<p>Small group or individual</p> <ul style="list-style-type: none"> <li>● Informational interview</li> <li>● Job shadow</li> <li>● Virtual exchange with a partner</li> </ul>	<p>Individual or small group (projects only)</p> <ul style="list-style-type: none"> <li>● Student-run enterprise with partner involvement</li> <li>● Virtual enterprise</li> <li>● Integrated projects with partners</li> <li>● Service projects</li> <li>● Internships</li> </ul>	<p>Individual, over time</p> <ul style="list-style-type: none"> <li>● Internship required for a credential or entry to occupation</li> <li>● Apprenticeship</li> <li>● Clinical experience</li> <li>● On-the-job training</li> <li>● Work experience</li> </ul>
9th	<ul style="list-style-type: none"> <li>● Soft Skills Overview: Communications etiquette - email and phone calls (w/in school).</li> <li>● Career Search: Pathway aligned careers.</li> <li>● Intro to Bio/Resume Writing</li> <li>● Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>● Peralta Classes - research</li> <li>● Career research: Career vs. college, pay scales with or without degree, pay scales per state.</li> <li>● Job Interview Questions and Stories: Students interview adults about career path</li> <li>● Artist speaker panel: "Business of the arts"</li> <li>● Job shadow</li> </ul>	<ul style="list-style-type: none"> <li>● Update bio/resume</li> <li>● Portfolio creation stage 1 (review past work and feedback)</li> <li>● Guest artist visit</li> <li>● Mock job interviews</li> <li>● Mock Interview Reflections</li> <li>● Peer Jury panel end of year presentations</li> <li>● 1819 Records (student run record label)</li> <li>● KOSA Radio (student run online radio station)</li> </ul>	<ul style="list-style-type: none"> <li>● Internship opportunities offered</li> <li>● Apprenticeship with local 107 offered</li> <li>● Outside school performance</li> <li>● All show performance /Exhibition</li> </ul>
10th	<ul style="list-style-type: none"> <li>● Career themed college visits:(3)</li> <li>● Portfolio review/update</li> <li>● Guest speaker</li> <li>● College/career research</li> </ul>	<ul style="list-style-type: none"> <li>● Guest Speaker</li> <li>● Master Class Teacher</li> <li>● Career Fair</li> <li>● College statement discussion</li> <li>● Job Shadow</li> </ul>	<ul style="list-style-type: none"> <li>● Art and academic project</li> <li>● Community service discussion</li> <li>● Trade school research</li> <li>● Career panel</li> <li>● 1819 Records (student run record label)</li> <li>● KOSA Radio (student run online radio station)</li> </ul>	<ul style="list-style-type: none"> <li>● Internship opportunities offered</li> <li>● Apprenticeship with local 107 offered</li> <li>● Outside school performance</li> <li>● All show performance /Exhibition</li> <li>● Students can apply to be Office Assistants or Interns</li> </ul>
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		<ul style="list-style-type: none"> <li>● Mock Interview</li> <li>● Apply for internship/TA/Peer Artist Educator</li> <li>● Job Shadow</li> </ul>	<ul style="list-style-type: none"> <li>● 1819 Records (student run record label)</li> <li>● KOSA Radio (student run online radio station)</li> </ul>	
12th	<ul style="list-style-type: none"> <li>● Career themed college visits:(3)</li> <li>● Portfolio panel review/update</li> <li>● Community Service Project discussion/research</li> </ul>	<ul style="list-style-type: none"> <li>● Guest Speaker</li> <li>● Master Class Teacher</li> <li>● Career Fair</li> <li>● Bio/resume update</li> <li>● Complete 10hrs of community service</li> <li>● Job Shadow</li> </ul>	<ul style="list-style-type: none"> <li>● Portfolio completion</li> <li>● Jury panel presentations</li> <li>● Community service presentations</li> <li>● 1819 Records (student run record label)</li> <li>● KOSA Radio (student run online radio station)</li> </ul>	<ul style="list-style-type: none"> <li>● Students can apply to be Peer Artist Educators, Office Assistants or Interns</li> <li>● Apprenticeship with local 107 offered</li> <li>● Capstone:Pathway aligned work</li> <li>● Outside school performance</li> <li>● All show performance/Exhibition</li> </ul>

**General Roles/Responsibilities:**

Person or Position	Responsibilities
<b>Executive Director</b>	<b>Leadership and accountability for the success and quality of the academic and arts programs. Management of principals and other school-based administrative personnel. Oversight for the school’s financial planning and fiscal health. Management of Board relationships, communications and reporting. Engagement of parents, family members and other key community partners in the education and training of OSA’s students. Maintenance of relationships with officials in the District and other public agencies. Oversight of compliance, contracts, HR/personnel concerns, facilities, and other internal operations. Support and develop administrators and other senior leaders.</b>
<b>Principal</b>	<b>Support teachers and staff to implement aligned curriculum, including Advisory curriculum. responsibility for planning and directing all instructional programs (both arts and academics). Implements all policies and procedures as established by the Executive Director and the OSA Governing Board. Works in collaboration with the Linked Learning Pathway Director to ensure school-wide alignment with the pathway. Responsible for providing, administering, directing and managing OSA programs involving extra and co-curricular activities. Build and maintain positive school culture for all faculty, staff, students and families aligned with the OSA Way. In partnership with the Executive Director exercises leadership in the development and achievement of the academic goals jointly established by the school leadership team, Executive Director and the OSA Governing Board.</b>
<b>Linked Learning Pathway Director</b>	<b>Supervises all aspects of development and design of the AME Pathways at OSA. Ensures that the arts faculty are provided with comprehensive leadership and support and that students have access to education and experiences that develop their ability to transition from OSA to a career in the Arts. The Pathway Director also works in partnership with the principal and members of the instructional leadership team to foster an environment where creativity and artistic expression can thrive for both teachers and students. The Pathway Director develops work-based learning opportunities for students, oversees the linked learning art advisory board and creates partnerships with businesses and organizations that align with all pathway development.</b>
<b>Counselors (two per pathway)</b>	<b>Assist all students, individually or in groups, with developing, maintaining, and adjusting academic, career and personal goals and plans, support college readiness, and postsecondary planning for students in the Performing Arts pathways. Support students with SEL needs and support colleagues with SEL professional development. Accurately and appropriately prepare and interpret</b>

	student data. Oversees dual and concurrent enrollment.
Teachers (Academic & CTE)	<ul style="list-style-type: none"> <li>- Integrate academic and technical content into arts-related projects.</li> <li>- Prepare students with necessary skills for WBL readiness.</li> <li>- Supervise reflective learning activities (journals, portfolios).</li> </ul>

**Next Steps in Plan Development / Implementation:**

- **Redesign senior capstone courses for each Linked Learning pathway to ensure alignment with pathway outcomes -- including WBL outcomes, industry expectations, and postsecondary readiness.**
- **Submit all capstone courses for A–G approval to expand college eligibility and access to postsecondary pathways for students.**
- **Integrate high-quality work-based learning experiences into capstone courses, such as industry projects, mentorship, job shadowing, or internships.**
- **Expand opportunities for students to earn industry-recognized certifications aligned with each pathway.**
- **Increase structured engagement with postsecondary and industry partners, including college and worksite visits, guest speakers, dual enrollment exploration, and exposure to career pathways.**

Work-Based Learning Lead: Dr. Delores Thompson      Pathway Name: Design, Visual Arts and Media Arts  
Collaborators: Rachel Dalton, Arlyle Schultzy and Olivia Peña

- Central Resources**
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  - [WBL Benchmarks](#)
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**Goals: Key data points we are trying to sustain or move in this pathway** (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

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- 2.
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**Calendaring Benchmark Aligned WBL (in Program of Study):**

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9th	<ul style="list-style-type: none"> <li>Information Survey</li> <li>Soft Skills Overview: Communications etiquette - email and phone calls (w/in school).</li> <li>Career Search: Pathway aligned careers.</li> <li>Intro to Bio/Resume Writing</li> <li>Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>Peralta Classes - research</li> <li>Career research: Career vs. college, pay scales with or without degree, pay scales per state.</li> <li>Job Interview Questions and Stories: Students interview adults about career path</li> <li>Artist speaker panel: "Business of the arts"</li> <li>Job Shadow</li> </ul>	<ul style="list-style-type: none"> <li>Update bio/resume</li> <li>Portfolio creation stage 1 (review past work and feedback)</li> <li>Mock job interviews</li> <li>Mock Interview Reflections</li> <li>Guest artist visit</li> <li>Peer Jury panel end of year presentations</li> </ul>	<ul style="list-style-type: none"> <li>Internship opportunities offered</li> <li>Apprenticeship with local 107 offered</li> <li>Outside school performance</li> <li>All show performance/Exhibition</li> </ul>
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<b>12th</b>	<ul style="list-style-type: none"> <li>• Career themed college visits:(3)</li> <li>• Portfolio panel review/update</li> <li>• Community Service Project discussion/research</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speaker</li> <li>• Master Class Teacher</li> <li>• Career Fair</li> <li>• Bio/resume update</li> <li>• Complete 10hrs of community service</li> <li>• Job Shadow</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio completion</li> <li>• Jury panel presentations</li> <li>• Community service presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Students can apply to be Peer Artist Educators, Office Assistants or Interns</li> <li>• Apprenticeship with local 107 offered</li> <li>• Capstone:Pathway aligned work</li> <li>• Outside school performance</li> <li>• All show performance/Exhibition</li> </ul>
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**General Roles/Responsibilities:**

Person or Position	Responsibilities
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<b>Principal</b>	<p><b>Support teachers and staff to implement aligned curriculum, including Advisory curriculum. responsibility for planning and directing all instructional programs (both arts and academics). Implements all policies and procedures as established by the Executive Director and the OSA Governing Board. Works in collaboration with the Linked Learning Pathway Director to ensure school-wide alignment with the pathway. Responsible for providing, administering, directing and managing OSA programs involving extra and co-curricular activities. Build and maintain positive school culture for all faculty, staff, students and families aligned with the OSA Way. In partnership with the Executive Director exercises leadership in the development and achievement of the academic goals jointly established by the school leadership team, Executive Director and the OSA Governing Board.</b></p>
<b>Pathway Director</b>	<p><b>The Pathway Director supervises all aspects of development and design of the AME Pathways at OSA. Ensures that the arts faculty are provided with comprehensive leadership and support and that students have access to education and experiences that develop their ability to transition from OSA to a career in the Arts. The Pathway Director also works in partnership with the principal and members of the instructional leadership team to foster an environment where creativity and artistic expression can thrive for both teachers and students. The Pathway Director develops work-based learning opportunities for students, oversees the linked learning art advisory board and creates partnerships with businesses and organizations that align with all pathway development.</b></p>
<b>Counselors (two per pathway)</b>	<p><b>Assist all students, individually or in groups, with developing, maintaining, and adjusting academic, career and personal goals and plans, support college readiness, and postsecondary planning for students in the Design, Visual Arts and Media Arts pathways. Support students with SEL needs and support colleagues with SEL professional development. Accurately and appropriately prepare and interpret student data. Oversees dual and concurrent enrollment.</b></p>
<b>Teachers (Academic &amp; CTE)</b>	<ul style="list-style-type: none"> <li>- Integrate academic and technical content into arts-related projects.</li> <li>- Prepare students with necessary skills for WBL readiness.</li> <li>- Supervise reflective learning activities (journals, portfolios).</li> </ul>

## **Next Steps in Plan Development / Implementation:**

- **Redesign senior capstone courses for each Linked Learning pathway to ensure alignment with pathway outcomes -- including WBL outcomes, industry expectations, and postsecondary readiness.**
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- **Expand opportunities for students to earn industry-recognized certifications aligned with each pathway.**
- **Increase structured engagement with postsecondary and industry partners, including college and worksite visits, guest speakers, dual enrollment exploration, and exposure to career pathways.**

## High School Academics

### Color Key

9th Grade
10th Grade
11th Grade
12th Grade
All Grades

PER 1	PER 2	PER 3	PER 4	PER 5
English 9	English 12	English 9	English 12	English 9
APUSH	APUSH	Mock Trial	US History	US History
Algebra 1	Geometry	Geometry	Geometry 10 (9th/10th)	Geometry 10 (9th/10th)
20th century pop-culture (9-11)*(H3)	Govt/Econ	Govt/Econ	Govt/Econ	Govt/Econ
Biology	Health/Nav Life	Biology	Biology	Biology
Spanish 2 (10/11/12)	Spanish 2 (10/11/12)	Spanish 2 (10/11/12)	Spanish 3	Spanish 3
Spanish 1	Spanish 2 (10/11/12)	Spanish 1	Spanish 1	Spanish 1
English 10 H/Reg	English 10 H/Reg	English 9	English 10 H/Reg	English 10 H/Reg
Algebra 1	Alg 2	Algebra 1	Algebra 1	Algebra 1
	English 11	English 11	English 11	AP Lang

	H/Reg	H/Reg	H/Reg	
	World History	World History	World History	World History
	Health/Nav Life			
Capstone	BOTA			
	BOTA			Capstone
Algebra 2 (10/11)	Algebra 2 (10/11)	Algebra 2 (10/11)	Pre Calc	Algebra 2 (10/11)
Ethnic Studies	AP Human Geog	Ethnic Studies	Ethnic Studies	Ethnic Studies
English 1a				
English 1a				
Chemistry	Physics	Chemistry	Chemistry	Chemistry
Computer Science/AP Comp Sci				
ELL Support				

**High school Arts:**

**Arts:**

**Color Key**

Audio Prod/Eng
Vocal
Theatre
Dance
Visual
Fashion
Media Arts
Lit Arts
Production Design
Instrumental Music
Hip Hop

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Audio Prod/Eng</b>	CTE MIDI I-IV	CTE MIDI I-IV	Pathway Access	CTE MIDI I-IV	Midi Elective/Theory
	CTE Studio I-IV	CTE Studio I-IV	Pathway Access	CTE Studio I-IV	CTE Studio I-IV
<b>Vocal I</b>	Theory I	Solo Rep	Pathway Access	Solo Rep	Theory I
	One Voice	One Voice	Pathway Access	One Voice	One Voice
<b>Vocal II</b>	Theory II	Solo Rep	Pathway Access	Solo Rep	Theory II
	Concert Choir	Concert Choir	Pathway Access	Concert Choir	Concert Choir
<b>Vocal III</b>	Theory III	Solo Rep	Pathway Access	Solo Rep	Theory III

	Vocal Rush	Vocal Rush	Pathway Access	Vocal Rush	Vocal Rush
<b>Vocal IV</b>	Applied Theory	Solo Rep		Solo Rep	Applied Theory
<b>Theatre I</b>	Acting I-IV	Acting Elective		Acting Elective	Acting I-IV
	Movement	Voice		Voice	Movement
<b>Theatre II</b>	Mus Theatre I-IV	Mus Th Elective	Rehearsal	Mus Th Elective	Theatre II
	Dance	Voice	Rehearsal	Voice	Dance
<b>Theatre III</b>	Phys Theatre	Classics	Rehearsal	Classics	Phys Theatre
	Directing	Studio	Rehearsal	Studio	Directing
<b>Dance</b>	Ballet I-IV	Ballet I-IV	Pathway Access	Ballet I-IV	Contemporary I-IV
	Ballet I-IV	Ballet I-IV	Pathway Access	Ballet I-IV	Contemporary I-IV
<b>Visual I</b>	Visual Arts I	Visual Arts I	Pathway Access	Visual Arts I	Visual Arts I
	Visual Arts I	Visual Arts I	Pathway Access	Visual Arts I	Visual Arts I
<b>Visual II</b>	Visual Arts II	Visual Arts II	Pathway Access	Visual Arts II	Visual Arts II
	Visual Arts II	Visual Arts II	Pathway Access	Visual Arts II	Visual Arts II
<b>Visual III</b>	Visual Arts III	Visual Arts III	Pathway Access	Visual Arts III	Visual Arts III
	Visual Arts III	Visual Arts III	Pathway Access	Visual Arts III	Visual Arts III
<b>Visual IV</b>	Visual Arts IV/AP Studio Art	Visual Arts IV/AP Studio Art	Pathway Access	Visual Arts IV/AP Studio Art	Visual Arts IV/AP Studio Art
	Visual Arts IV/AP Studio Art	Visual Arts IV/AP Studio Art	Pathway Access	Visual Arts IV/AP Studio Art	Visual Arts IV/AP Studio Art
<b>Fashion</b>	Fashion Design	Fashion Design	Pathway Access	Fashion Design	Fashion Design
	Fashion Design	Fashion Design	Pathway Access	Fashion Design	Fashion Design

<b>Media Arts I</b>	Media Arts Concepts I-III	Media Arts Concepts I-III	Pathway Access	Media Arts Concepts I-III	Media Arts Concepts I-III
	Media Arts Concepts I-III	Media Arts Concepts I-III	Pathway Access	Media Arts Concepts I-III	Media Arts Concepts I-III
<b>Media Arts II</b>	Media and Technology	Media and Technology	Pathway Access	Media and Technology	Media and Technology
	Media and Technology	Media and Technology	Pathway Access	Media and Technology	Media and Technology
<b>Lit Arts I</b>	Poetry S1/CNF S2	Poetry S1/CNF S2	Pathway Access	Poetry S1/CNF S2	Poetry S1/CNF S2
	Senior Books	Senior Books	Pathway Access	Senior Books	Senior Books
<b>Lit Arts II</b>	Fiction S1/Screenwriting S2	Fiction S1/Screenwriting S2		Fiction S1/Screenwriting S2	Fiction S1/Screenwriting S2
	Writ for Senses S1/Archetypes S2	Writ for Senses S1/Archetypes S2		Writ for Senses S1/Archetypes S2	Writ for Senses S1/Archetypes S2
<b>Lit Arts III</b>			Pathway Access		
	Telegraph	Telegraph	Pathway Access	Telegraph	Telegraph
<b>Production Design I</b>	Production Design	Production Design	Pathway Access	Production Design	Production Design
	Production Design	Production Design	Pathway Access	Production Design	Production Design
<b>Production Design II</b>	Adv. Prod Design	Adv. Prod Design	Pathway Access	Adv. Prod Design	Adv. Prod Design
	Adv. Prod Design	Adv. Prod Design	Pathway Access	Adv. Prod Design	Adv. Prod Design
<b>Instrumental Music I</b>	Jazz Combo	Woodwind/Brass Sectional	Pathway Access	Jazz Combo	Theory I
	Jazz Ensemble II	Jazz Ensemble II	Pathway Access	Jazz Combo	Jazz Ensemble II
<b>Instrumental Music II</b>	Jazz Combo	Bass Sectional	Pathway Access	Jazz Combo	Theory II

	Hargrove Ensemble	Hargrove Ensemble	Pathway Access	Jazz Combo	Hargrove Ensemble
<b>Instrumental Music III</b>	Messengers	Percussion Sectional	Pathway Access	Messengers	Music History
		Music History	Pathway Access	Messengers	
<b>Instrumental Music IV</b>	Combo	Guitar Studies	Pathway Access	Combo	Theory III
	Guitar Ensemble	Guitar Ensemble	Pathway Access	Combo	Guitar Ensemble
<b>Instrumental Music V</b>		Piano Program	Pathway Access	Piano Program	Piano Program
	Piano Program	Piano Program	Pathway Access	Piano Program	Piano Program
<b>Instrumental Music VI</b>	Orchestra	Piano Program	Pathway Access	Orchestra	Piano Program
	Orchestra	Orchestra	Pathway Access	Orchestra	Orchestra
<b>Laney College</b>			Pathway Access		
			Pathway Access		
<b>Hip Hop Lyricist Lounge</b>			Pathway Access		
			Pathway Access		
<b>Hip Hop Turntables</b>			Pathway Access		
			Pathway Access		
<b>Hip Hop The Reef</b>			Pathway Access		
			Pathway Access		