

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT***Community Schools, Thriving Students*

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Oakland School of the Arts

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for Oakland School of the Arts as “Approved,” with a base allocation of \$287,300.00 and a strategic carryover 2024-2025 plan and budget of \$35,403.91, for a total amount not to exceed \$322,703.91.

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

N/A

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

Fiscal Impact Funding resource(s): Measure N and H

Attachments

1. 25-26 EIP Assessment
2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment (Year Three of Three-Year Cycle)

Oakland School for the Arts

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?
(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Comprehensive Analysis	Developing Analysis	Emergent Analysis	Unclear Analysis
Evidence of Progress toward Pathway Program(s)' 2023-26 College and Career for All and Linked Learning Quality Standards	4	3	2	1
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
☒ Meaningful reflection about progress toward strategic goals (whole school and pathway)				
☒ Clear articulation of connections between these reflections and new or adapted strategic actions				
☒ Evidence of progress toward pathway programs' quality standards				
Score: 4 Rationale: EIP reflections are thoughtful and showed an improvement in previous years. The interdisciplinary art and academic project on "Activism for Social Justice" engaged all grades, combining art, civic action, and critical thinking. OSA highlighted the impact of its internship program and master classes, emphasizing how internships are helping to create more equitable opportunities for focal group students.	Suggestions for 25-26 Continued Progress Monitoring: Invest in collaboration time for professional development.			

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

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Strategic Actions	FEEDBACK: <i>Provide feedback only if the site receives a score of 3 or below.</i>			
☒ Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning ☒ Integrated Program of Study ☒ Work-Based Learning ☒ Integrated Student Support				
☒ Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
☒ Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: 3 Rationale: The school is on track with its professional development goals. Sessions have focused on rubric development, Linked Learning strategies, and team-building. The board actively supports planning, master classes, and instructional input. The Young Men/Women of color program has significantly supported leadership among focal students.	Suggestions for 25-26 Continued Progress Monitoring: While there is evidence of support for the focal group (African-American students), support for focal group participation in dual enrollment is not yet clear. As Measure H, and Linked Learning efforts increasingly prioritize moving pathways toward Linked Learning Gold Certification, OSA will need to engage all stakeholders in learning about the Gold Standards to ensure alignment and ownership throughout the school community. The dip in internship participation suggests a need for internship coordination, more employer-evaluated internship opportunities and program alignment with CALPADS. There appears to be no clear system for tracking or monitoring these various initiatives within the EIP and pathway work.			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
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 via specific whole-school and pathway strategic actions for 2025-2026	FEEDBACK: Provide feedback only if the site receives a score of 3 or below.			
☒ A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
☒ Expenditures provide clear justifications that demonstrate the alignment between 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: A through line is evident between expenditures and the strategic actions identified in the Education Improvement Plan	Suggestions for 25-26 Continued Progress Monitoring: Suggestion to invest funding in internship coordination support and academic mentors.			

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.

Rating¹: Approved

Strengths:

- ☐ Demonstrated dedication of the school leadership team to advancing college and career readiness
- ☐ EIP shows many examples of student learning and reflection.

Key Questions:

- ☐ How can OSA improve employer-evaluated internships and work-based learning?

Budget Feedback:

- ☐ n/a A through line is evident between expenditures and the strategic actions identified in the Education Improvement Plan

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

What	Suggested Lead	Deliverable	Date
n/a not conditionally approved			

Criterion 4 Evidence of Progress and Linked Learning Implementation

¹Fully Approved

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

Approved

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

Conditionally Approved

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

Category to be completed by High School Linked Learning Office

Instructions: Review the *Work-Based Learning template*, *EIP Presentation*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

☐ Program of Study	The CTE courses are not specified on the programs of study.
☐ Work-Based Learning Plan	Many examples of student learning. Prioritize designing work-based learning that includes industry partners. Experiences such as discussion and poetry anthologies can be examples of integration with the career pathway, but those experiences are “work-based learning” if they incorporate industry partners directly interacting with students. Clear articulation of what all students will experience before graduation. Goals portion of the WBL Template is blank.
☐ Master Schedule	Master schedule does not reflect pathway-cohorted classes.
☐ EIP Presentation	It was a pleasure to hear about your students.

School Name:		Oakland School for the Arts						Site #:	9128	
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										
2023-2024 Total Enrollment Grades 9-12			418							
Special Populations	% 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%	NA	
Student Population by Race/Ethnicity	% 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%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American				
SCHOOL PERFORMANCE GOALS AND INDICATORS										
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools										
Whole School Indicator		2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate		96.0%	97.0%	100.0%	91.1%	N/A				100.0%
Graduation Rate: Non-Cohort (Continuation)*		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%			100.0%
A-G Completion - 12th Grade (12th Grade Graduates)		80.0%	80.0%	90.0%	81.5%	N/A	95.0%			100.0%
Course Completion Rate (Continuation)*		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%			85.0%
9th Graders meeting A-G requirements		80.0%	76.0%	85.0%	84.0%	N/A	90.0%			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%			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%			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%
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%			100.0%
CTE Participation (Continuation)*		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%			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%			100.0%
Focal Student Population Indicator		2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate		96.0%	92.0%	98.0%	87.0%	N/A	100.0%			100.0%
Graduation Rate: Non-Cohort (Continuation)*		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%			0.0%
A-G Completion - 12th Grade (12th Grade Graduates)		64.0%	58.0%	70.0%	60.0%	N/A	80.0%			90.0%
Course Completion Rate (Continuation)*		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%			80.0%
9th Graders meeting A-G requirements		46.0%	48.0%	49.0%	76.0%	N/A	50.0%			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%			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%			25.0%

Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	N/A	100.0%			100.0%
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%			99.0%
CTE Participation (Continuation)*	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%			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%			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.

Indicator <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>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>	Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i>	Our students remain engaged in their arts and academic curriculum, which gives them motivation to attend and graduate.	We could do better to identify alternate paths for students who may benefit from an internship, specific workplace learning and/or a pathway into a trade.
A-G Completion - 12th Grade	In order to improve our A-G completion rate over the past three years, we initially worked with our pathway coach to conduct an a-g audit, identified courses which were not yet a-g approved, and developed and submitted a-g course descriptions for approval for many of these courses.	As our curriculum has evolved, we have added new courses and not all are a-g approved. In addition, because of student learning loss during the COVID-19 pandemic, more students are struggling to succeed in academically challenging courses, especially in mathematics and science. And there is little space in our schedule for credit recovery opportunities. There is a need to make a-g curriculum the default curriculum for all and to provide professional development that helps teachers engage, support, and scaffold for student success. There is also a need to develop new approaches to student support, including peer to peer tutoring, and new approaches to credit recovery. In addition, we need to do more to educate students and their families about the importance of a-g completion.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i>	We are improving in terms of students in the 9th grade who meet A-G requirements.	In 21-22 our 9th grade on track to graduate rate was 61%. Many 9th graders are challenged because of knowledge and skill gaps during the pandemic. Hands on project based learning helps students retain and master. We are adjusting out teaching practices to support the 9th students.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i>	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. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Hire a Pathway Coordinator at 1.0 FTE to support all 4 pillars of Linked Learning and all aspects of our pathway development. The Coordinator oversees: the development and implementation of CTE/Core standards; work-based learning continuum; personal development sessions; master class; internships. Additionally, this individual coordinates the integrated projects for all grade levels and manages the CTE art advisory board. This expenditure supports and oversees the entire three year strategic plan and services all high school students. (Salary & Benefit Costs)	\$128,526.00	1300	Certificated Salaries	Pathway Coordinator	1.00	Whole School
Hire a Teacher, at .20 FTE for Young Men of Color. One of our teachers will design and teach a course specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support the three goals by strategically supporting students of our target population and providing supports to these students to ensure appropriate pathway progress and educational opportunities. (Salary & Benefit Costs)	\$18,000.00	1120	Certificated Salaries	Teacher	0.20	Whole School
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
Stipends for Student Internships: Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. Approximately 10 students will benefit from these internship stipends (OSA will seek additional internship funding)	\$5,187.00	5800	Consultant Services			Whole School
Consultant Services: Contract with All Tied Up This vendor is a mentoring program that works to promote positive outcomes in underserved boys of color. The program gives students tools to help with social, emotional and mental health, physical health and hygiene, networking skills, financial health, college, and entrepreneurship resources. This expenditure supports our efforts to improve outcomes for our target population. We aim to serve a total of 60 students.	\$5,187.00	5825	Consultant Services			Whole School
Hire a Teacher, at .20 FTE for Senior Capstone in the Pathways. Teacher for a pathway cohort course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs)	\$24,000.00	1100	Certificated Salaries	Teacher	.20 FTE	Whole School
2024-2025: YEAR TWO						
Strategic Actions						
2023-2024 Strategic Actions			Reflection on 2023-2024 Strategic Actions For the Year 1 Strategic Actions, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?			

Strategic Action 1. We will continue to implement and refine our cycle of continuous improvement and focus on mastery based learning, AVID strategies, and smart goal setting.	We are currently on track for accomplishing this strategic action. In the 2023-24 school year teachers were trained to use AVID strategies to improve reading and writing skills across all content areas. Professional development sessions included standards aligned unit planning, curriculum development focused on reading strategies, student goal setting and reflection and implementation of academic success programs to support small groups of learners, including our pathway focal group students. The AVID program and training was the foundation for intervention courses and instruction were offered in 2023-24, which we will continue to build throughout 2024-25 and beyond. For OSA, the vertical alignment and smart goal setting were critical elements of the foundation for our integrated program of study. In years two and three we will continue these strategies as we also advance our interdisciplinary learning and teaching including the implementation of our schoolwide "Arts in Activism" project.
Strategic Action 2. 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.
Strategic Action 3. 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.
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.	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.
Strategic Action 5. 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.
Whole School Strategic Actions (to address enabling conditions for high quality pathway development)	
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. <i>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?</i>	
Strategic Action 1. 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.	
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.	
Strategic Action 3. 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.	
Strategic Action 4. 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.	
Strategic Action 5. 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 Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - 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 OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> **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) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
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?							

Strategic Action 1. 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.	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. 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. 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. 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. Going forward we will continue to use SMART goal setting as a cornerstone for students and teacher development.
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.	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. 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. 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. 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.

Strategic Action 3. 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.	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. 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. 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.
Strategic Action 4. 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.	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.
Strategic Action 5. 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.	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. 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. 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. 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.
Whole School Strategic Actions (to address enabling conditions for high quality pathway development)	
2025-2026 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 Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; 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> <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>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
							(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) (protected cells below are to be completed by MN/H staff only)	(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) (protected cells below are to be completed by MN/H staff only)
Hire a Pathway Director 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)	\$138,470.56	1000	Certificated Salaries	Pathway Director	1.0FTE	Whole School	Approved	
Stipend a 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. This stipend hourly rate is \$47.50 per hour.	\$7,000.00	1120	Teacher Salaries Stipend	Certificated Extended Contract		Whole School		Conditionally Approved
Stipend a 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 Stipends hourly rate is \$47.50 per hour	\$7,000.00	1120	Teacher Salaries Stipend	Certificated Extended Contract		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. 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)	\$10,000.00	2937	Student Stipends			Whole School		Conditionally Approved

"Consultant Services: Consultants contracts with Flat Line Productions, Bryan C. Simmons Administration Services, The Reef Recording Studio, Production and Engineering, Jarin Tindell & Andrew Bearford Music. 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, & 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.	\$13,500.00	5825	Consultant Contracts	Consultants		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. 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, & Entertainment Conference. These opportunities will support the realization of all 3 of our Strategic Goals.	\$7,000.00	5200	Travel and Conferences				Conditionally Approved
Equipment: Industries use cutting-edge technology that students must be familiar with before entering the workforce. Purchasing industry-standard equipment (3D printers, macbooks professional-grade cameras) allows students to train on the same tools used by professionals. It also enhancing the hands-on learning experience. Students developing skills increases employment opportunities. expenditure will be used for all pathway use serving 400 students	\$19,426.71	6400	Materials			Whole School	Conditionally Approved

Pathway Name:	Performing Arts		
Mission and Vision	Oakland School for the Arts is a diverse and inclusive public 6-12 charter school that blends immersive, robust arts with comprehensive academics, providing integrated opportunities for collaboration, expression and personal growth. Vision: OSA students will be creative and critical thinkers who demonstrate a commitment to equity, community, collaboration, and self-reflection. Through meaningful engagement with pathway-integrated curriculum and work-based learning opportunities, graduates will be resilient and ready for college and career. Alumni will exemplify the essential value of the arts in all they do.		
PATHWAY QUALITY ASSESSMENT			
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All students are enrolled in pathway courses, Oakland School for the Arts meet the standard for "an equitable, open admissions policy" noted in the quality standards. We offer dual-enrollment courses that all 10th graders -12th graders have an option of taking. Students in 11th and 12th grade have AP Courses in their schedule. We have added additional supports for our targeted student populations, which include new enrichment programs: young men of color achievement, and Young women's leadership group. Both of these new offerings have been established to address social economic needs, helping to build positive racial and ethnic identity. Navigating through the impact and challenges targeted students face can be mitigated by helping them recognize their strengths.	We need to create more time and opportunities to meet with families to educate them about all aspects of graduation requirements, A-G completion, Work-Based Learning, and Dual Enrollment. This will enable families to support their students on the path towards equitable college and career readiness. Additionally, more tiered support for our most struggling students is necessary in order to ensure all students are on track to graduate in 4 years.	We will implement quarterly grade level parent meetings to educate parents on the importance of AP, A-G, and summer college courses that all students should be talking. We will invite college representatives and career professionals to come and speak on post-secondary and career pathways. We will be implementing the cycle of continuous improvement which includes student goal setting with bench mark check ins, formative assessments that all instructors will conduct 4 times (September, November, January, and March). At the end of March the common summative assessment will begin. Findings will be shared with the student and parent, in order to make informed decisions on next steps of support. We will look at adding more options for early college credits through gaining more partnerships.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Work Based Learning Plans: Our Business of the Arts classes focus on career awareness and career exploration. They offer pathway-specific training to students on business skills, which prepares graduates for post-secondary education or a career. Curriculum blends the student learning experience with practical necessities that are used in any industry, i.e. seeking the best college for intended career, taking courses that are career specific, job search, resume writing, mock interviews, income tax filing. Self-assessment is conducted by students backwards mapping college and career goals, and writing reflections. Our students participate in internships with pathway specific businesses. Our employers are given weekly progress report forms that help us to identify student strengths, program strengths and areas of improvement.	Adjusting our master schedule to accommodate more work based learning opportunities such as off campus internships and job shadowing. Broadening our internship program to include sophomores.	Review, revise, and enhance our work based learning continuum. Implement a work based learning tracker which will allow teachers to document grade level goals and input the work being done around career awareness and career exploration.

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	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.	-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.	-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
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.			
Goal #1: By 2026	By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to the learn the fundamentals of teaching arts education and explore the profession of artist educators.		
Goal #2: By 2026	By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.		
Goal #3: By 2026	By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.		
Pathway Strategic Actions			
Strategic Actions for 2023-24 What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?			
Strategic Actions for Goal #1	Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors.		
	Using a guided curriculum, our arts teachers will prepare students to serve as peer to peer artist educators.		
	Provide opportunities for juniors and seniors to teach middle school students and others in the community. Our peer to peer artist educators program engages students and builds leadership and the confidence students will need to meet the demands of real world workforce.		
Strategic Actions for Goal #2	With input from our art advisory board and industry partners, our 9th through 11th grade teachers teams will design and implement two interdisciplinary projects each year.		
	Our pathway coordinator, working in partnership the art advisory board members and art chairs, will engage industry professionals in support of evaluations of student interdisciplinary project work.		
	The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.		
Strategic Actions for Goal #3	Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses.		
	Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme.		
	Design and implement outreach campaigns to promote dual enrollment to students and parents.		
Pathway Budget Expenditures			
2023-2024 Pathway Budget			

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

2024-2025: YEAR TWO

Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.	As of Fall of 2023, the first phase of achieving this goal was to recruit senior students to intern as artists in residence in our "Step It Up" after school program. Phase two includes a re-working of the master schedule to support the inclusion of senior and junior students as interns in lower grade level classrooms. Phase three of meeting this strategic goal will include drafting a guided curriculum/framework for teachers to instruct and support the artists in residence students. What has supported this goal is having a TA program in place. All phases of this strategic actions will be completed by 2026. All of our students work as either paid or unpaid interns. For example, design visual and media arts students work directly with Another planet, and Local 107. All of our students participate in internships during Oakland Style week, including serving as producer assistants, fashion assistants, stage managers and assistant performers. Some students work as interns on the OSA Telegraph newsletter; others serve as interns at KOSA radio station; and at 1819 Records. Their internships include reflections on learning and biweekly employer evaluations.
By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.	Strategic action will remain the same. Phase one of meeting this strategic action has been starting with all faculty personal development meetings focusing on standards and vertical alignment work which has lent to a greater understanding of the cross-fertilizations between arts and academics. Our pathway director has implemented yearly grade level art and academic projects as a part of the weekly personal development meetings. Over the course of three months the arts and academic faculty members of all grade levels will be assigned to small groups, given the theme and begin working collaboratively on creating their units. What has hindered this goal has been scheduling the time for students presentations from both arts and academic teams at the same time. However we are in the process of looking into holding the first presentations over assemblies. We should have a resolve for the dilemma by working on the schedule and be ready to implement in the new school year.
By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.	Strategic action will remain the same. Given our commitment to the arts we have decided to broaden the college access program to include concurrent enrollment. We arrived at this decision given two key factors. With the commitment to arts and an extended school day, the younger grades (9th and 10th) do not have space in their schedule to accommodate a dual enrollment course. Furthermore, in ensuring that we are not burning students out, given that the OSA High School academic and artistic program is quite demanding as a result of our extended school day and rigorous academic program, concurrent enrollment allows students to take advantage of a wide variety of courses at their own pace as their schedules allow. In an effort to prioritize internships during the school day by expanding to concurrent enrollment students have the opportunity to do both.
Pathway Strategic Actions Reflection	
2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors. Using a guided curriculum, our arts teachers will prepare students to serve as peer to peer artist educators. Provide opportunities for juniors and seniors to teach middle school students and others in the community. Our peer to peer artist educators program engages students and builds leadership and the confidence students will need to meet the demands of real world workforce. - - We are on track with this strategic goal for this year. In reviewing our plan to build a new curriculum we reevaluated, taking into time, cost and considering our teachers current workload we have decided not to add an additional curriculum but rather to update our teacher assistant program guidelines, structuring -We are currently on track for this strategic goal. Seniors and juniors are now offered an opportunity to teach middle school and students outside of the OSA community. Through our "Step It Up" program. We are also redefining our teacher assistant program to reflect a more hands on approach that will support our artist in residence program. The teachers will have the guidelines and best practices goals for the student learning to model. We are currently in the process of reevaluating the teacher assistant program, our plan is to update that program guidelines to reflect the artist in residence guidelines. We have already map out how we adjust the master schedule to include the artist in residence course. We will implement this in the 2024/25 new school year.
	-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

23-24 Strategic Actions for Goal #2	Our pathway coordinator, working in partnership the art advisory board members and art chairs, will engage industry professionals in support of evaluations of student interdisciplinary project work.	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.
	The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.	-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.
23-24 Strategic Actions for Goal #3	Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses.	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.
	Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme.	-We are currently on track with this strategic goal. We have hired a new college and career counselor who is taking an active role in parent and student communication. We have started holding grade level parent meetings with each leadership team member presenting a specialized presentation within the framework of these meetings. Our head counselor speaks about the a-g course and the importance of having a-g classes, after our presentations we hold a Q&A for parents and students. This year we have had 5 or more meetings so far, and will continue to hold these sessions in the future.
	Design and implement outreach campaigns to promote dual enrollment to students and parents.	
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		
Goal #1: By 2026	By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to the learn the fundamentals of teaching arts education and explore the profession of artist educators.	New or Revised Strategic Actions for Goal #1 1. Review and finalize the master schedule to assure that juniors and seniors, especially our focal group students, have access to artist and residence internship opportunities 2. Review examples of exemplary artist in residence curriculum and work with art advisory board, key faculty, and other stakeholders to define program goals, objectives, and selection criteria. 3. To intentionally ensure that a mastery based learning approach helps guide the work we do to develop our students as artist educators. 4. Schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts. 5. Assist students, especially our focal group students, in compiling evidence of their work and reflections into portfolios showcasing their achievements and skills acquired during the residency. 6. Provide our artist in residence interns with guidance on resume building, writing artist statements, and other professional development skills relevant to pursuing a career in the arts.
Goal #2: By 2026	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.	New or Revised Strategic Actions for Goal #2 1. Continue to facilitate professional development focused on standards, curriculum alignment, and interdisciplinary PBL in order to foster a greater understanding of the cross-fertilizations between arts and academics. 2. Our Pathway Coordinator will support Interdisciplinary grade level teaching teams as they implement the arts and activism project. 3. The Principal and Pathway Coordinator will facilitate regular check-ins to ensure adherence to PBL gold standards and alignment with core academic and CTE standards. 4. Intentionally include scaffolding for student success, i.e. support from peer educators, and monitor and support the progress of focal group students. 5. Involve our arts pathway advisory board and other industry partners as project mentors/consultants who will provide feedback and help to guide both project and student success. 6. Facilitate a final exhibition of student interdisciplinary project work and reflections on learning.
Goal #3: By 2026	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.	New or Revised Strategic Actions for Goal #3 1. Conduct a dual enrollment assets, needs, and interests assessment that involves students, teachers, counselors, administrators, parents, and other key stakeholders. Update and develop new CAPP agreements with local community colleges and other postsecondary partners as needed. Target and establish new partnerships with local colleges or universities who offer pathway aligned courses to participate in the concurrent enrollment program. 2. Ascertain which existing OSA faculty are qualified to teach dual enrollment courses (i.e., have their master degree in an art-related discipline or in another discipline. 3. For our focal group students will offer prep workshops to include academic advising, tutoring, counseling or peer support to help our focal group students develop the skills and knowledge needed for success in college-level coursework. 4. Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.
Pathway Budget Expenditures		
Effective July 1, 2024 - June 30, 2025		
2024-2025 Pathway Budget		

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - 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 OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <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 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)"	\$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 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)"	\$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		#REF!							
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 INDICATORSPlease 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
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 Rate (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	TBD	TBD	TBD	TBD		
10th 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		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
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?

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

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals 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 an 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

2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions 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?
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24-25 Strategic Actions for Goal #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	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. 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.
	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.	We have been extremely intentional about developing a mastery based learning approach by taking the following steps: - defining clear learning objectives; - scaffold learning with incremental challenges - providing formative feedback and reflections - allowing our focal student to personalized their learning paths
	Schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts.	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.
	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.	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.
	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.	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. 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.
	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.	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.
	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.	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

24-25 Strategic Actions for Goal #2	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.	Supporting ongoing professional growth and reflective practices. Promoting student-centered learning and creativity. Improving student academic and artistic performance.
	Intentionally include scaffolding for student success, i.e. support from peer educators. and monitor and support the progress of focal group students.	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.
	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.	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.
	Facilitate a final exhibition of student interdisciplinary project work and reflections on learning.	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.
24-25 Strategic Actions for Goal #3	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.	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
	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.	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.
	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 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.
		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 poverty, and intergenerational dysfunction, using communication skills and activities that young girls can relate. This

	Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.	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 college 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
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?		
Goal #1: By 2026	By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.	New or Revised Strategic Actions for Goal #1 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. 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. 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. 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.
Goal #2: By 2026	By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.	New or Revised Strategic Actions for Goal #2 1. entrepreneurial components to our units. 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 3. We will encourage students to take on internships to provide real-world business experiences and encourage innovation and creativity.
Goal #3: By 2026	By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.	New or Revised Strategic Actions for Goal #3 1. Integrate structured academic support, advising, and scheduling flexibility to facilitate student participation and success. 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. 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. 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 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.

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

2025-2026 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 Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; 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> <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>	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 not 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 is 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>
"Hire a Business of the Arts Teacher at 0.2 FTE for the Performing Arts pathway. 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. "	\$31,536.29	1100	Certified Salary	Teacher	0.20	Performing Arts	Approved	
"Hire a Teacher, at 2.0 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 & benefit costs. "	\$31,536.29	1100	Certified Salary	Teacher	0.20	Performing Arts	Approved	

Pathway Name:	Design, Visual, Media		
Mission and Vision	Oakland School for the Arts is a diverse and inclusive public 6-12 charter school that blends immersive, robust arts with comprehensive academics, providing integrated opportunities for collaboration, expression and personal growth. Vision: OSA students will be creative and critical thinkers who demonstrate a commitment to equity, community, collaboration, and self-reflection. Through meaningful engagement with pathway-integrated curriculum and work-based learning opportunities, graduates will be resilient and ready for college and career. Alumni will exemplify the essential value of the arts in all they do.		
PATHWAY QUALITY ASSESSMENT			
Using the 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	All students are enrolled in pathway courses, Oakland School for the Arts meet the standard for "an equitable, open admissions policy" noted in the quality standards. We offer dual-enrollment courses that all 10th graders -12th graders have an option of taking. Students in 11th and 12th grade have AP Courses in their schedule. We have added additional supports for our targeted student populations, which include new enrichment programs: young men of color achievement, and Young women's leadership group. Both of these new offerings have been established to address social economic needs, helping to build positive racial and ethnic identity. Navigating through the impact and challenges targeted students face can be mitigated by helping them recognize their strengths.	We need to create more time and opportunities to meet with families to educate them about all aspects of graduation requirements, A-G completion, Work-Based Learning, and Dual Enrollment. This will enable families to support their students on the path towards equitable college and career readiness. Additionally, more tiered support for our most struggling students is necessary in order to ensure all students are on track to graduate in 4 years.	We will implement quarterly grade level parent meetings to educate parents on the importance of AP, A-G, and summer college courses that all students should be talking. We will invite college representatives and career professionals to come and speak on post-secondary and career pathways. We will be implementing the cycle of continuous improvement which includes student goal setting with bench mark check ins, formative assessments that all instructors will conduct 4 times (September, November, January, and March). At the end of March the common summative assessment will begin. Findings will be shared with the student and parent, in order to make informed decisions on next steps of support. We will look at adding more options for early college credits through gaining more partnerships.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Work Based Learning Plans: Our Business of the Arts classes focus on career awareness and career exploration. They offer pathway-specific training to students on business skills, which prepares graduates for post-secondary education or a career. Curriculum blends the student learning experience with practical necessities that are used in any industry, i.e. seeking the best college for intended career, taking courses that are career specific, job search, resume writing, mock interviews, income tax filing. Self-assessment is conducted by students backwards mapping college and career goals, and writing reflections. Our students participate in internships with pathway specific businesses. Our employers are given weekly progress report forms that help us to identify student strengths, program strengths and areas of improvement.	Adjusting our master schedule to accommodate more work based learning opportunities such as off campus internships and job shadowing. Broadening our internship program to include sophomores.	Review, revise, and enhance our work based learning continuum. Implement a work based learning tracker which will allow teachers to document grade level goals and input the work being done around career awareness and career exploration.

Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	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.	-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.	-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
2023-2024: YEAR ONE ANALYSIS			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goals <i>Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i>			
Goal #1: By 2026	By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to the learn the fundamentals of teaching arts education and explore the profession of artist educators.		
Goal #2: By 2026	By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.		
Goal #3: By 2026	By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.		
Pathway Strategic Actions			
Strategic Actions for 2023-24 <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>			
Strategic Actions for Goal #1	Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors.		
	Using a guided curriculum, our arts teachers will prepare students to serve as peer to peer artist educators.		
	Provide opportunities for juniors and seniors to teach middle school students and others in the community. Our peer to peer artist educators program engages students and builds leadership and the confidence students will need to meet the demands of real world workforce.		
Strategic Actions for Goal #2	Our pathway coordinator, working in partnership the art advisory board members and art chairs, will engage industry professionals in support of evaluations of student interdisciplinary project work.		
	With input from our art advisory board and industry partners, our 9th through 11th grade teachers teams will design and implement two interdisciplinary projects each year.		
	The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.		
Strategic Actions for Goal #3	Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses.		
	Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme.		
	Design and implement outreach campaigns to promote dual enrollment to students and parents.		
Pathway Budget Expenditures			
2023-2024 Pathway Budget			

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

2024-2025: YEAR TWO

Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.	Strategic goal 1 will remain the same. As of 2023 the first phase of achieving this goal has been to hire senior students to work as artists in residence in our step it up after school program. Phase two included a re-working of the master schedule to include senior and junior students to work in lower grade level classrooms assisting teachers "Artists In Residence.", Phase three of meeting strategic goal will include drafting a guided curriculum for teachers to instruct artists in residence students. What has supported this our progress towards this goal is having a program in place that we were able to utilize as a training ground for our students. All phases of this strategic actions will be completed by 2026
By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.	Strategic goal 2 will remain the same. Phase one of meeting this strategic action has been starting with all faculty personal development meetings focusing on standards and vertical alignment work which has lent to a greater understanding of the cross-fertilizations between arts and academics. Our pathway director has implemented yearly grade level art and academic projects as a part of the weekly personal development meetings. Over the course of three months the arts and academic faculty members of all grade levels will be assigned to small groups, given the theme and begin working collaboratively on creating their units. What has supported in making this undertaking a smooth process is we piloted this with just one english and one art class first to gain a sense of what the outcome would be before implementing a full all grade level project.
By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.	Strategic goal 3 will remain the same. Given our commitment to the arts we have decided to broaden the college access program to include concurrent enrollment. We arrived at this decision given two key factors. With the commitment to arts and an extended school day, the younger grades (9th and 10th) do not have space in their schedule to accommodate a dual enrollment course. Furthermore, in ensuring that we are not burning students out, given that the OSA High School academic and artistic program is quite demanding as a result of our extended school day and rigorous academic program, concurrent enrollment allows students to take advantage of a wide variety of courses at their own pace as their schedules allow. In an effort to prioritize internships during the school day by expanding to concurrent enrollment students have the opportunity to do both.
Pathway Strategic Actions Reflection	
2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors.
	Using a guided curriculum, our arts teachers will prepare students to serve as peer to peer artist educators.
	Provide opportunities for juniors and seniors to teach middle school students and others in the community. Our peer to peer artist educators program engages students and builds leadership and the confidence students will need to meet the demands of real world workforce.
	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

23-24 Strategic Actions for Goal #2	With input from our art advisory board and industry partners, our 9th through 11th grade teachers teams will design and implement two interdisciplinary projects each year. The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.	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.
23-24 Strategic Actions for Goal #3	Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses. Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme. Design and implement outreach campaigns to promote dual enrollment to students and parents.	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 partener outside of the Peralta college system and we are currently seeking assistance with this issue. Our rational for this is that given our commitment to the arts we have decided to broaden the college access program to include concurrent enrollment. We arrived at this decision based on two key factors. With an extended school day devoted to our arts programming, the younger grades (9th and 10th) do not have space in their schedule to accommodate a dual enrollment course. Furthermore, in ensuring that we are not burning students out, given that the OSA High School academic and artistic program is quite demanding, concurrent enrollment allows students to take advantage of a wide variety of courses as their schedules allow. -We are currently on track with this strategic goal. We have hired a new college and career counselor who is taking an active role in parent and student communication. We have started holding grade level parent meetings with each leadership team member presenting a specialized presentation within the framework of these meetings. Our head counselor speaks about the a-g course and the importance of having a-g classes, after our presentations we hold a Q&A for parents and students. This year we have had 5 or more meetings so far, and will continue to hold these sessions in the future.
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions		
<i>Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?</i>		
Goal #1: By 2026	By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.	New or Revised Strategic Actions for Goal #1 1. Review and finalize the master schedule to assure that juniors and seniors, especially our focal group students, have access to artist and residence internship opportunities 2. Review examples of exemplary artist in residence curriculum and work with art advisory board, key faculty, and other stakeholders to define program goals, objectives, and selection criteria. 3. To intentionally ensure that a mastery based learning approach helps guide the work we do to develop our students as artist educators. 4. Schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts. 5. Assist students, especially our focal group students, in compiling evidence of their work and reflections into portfolios showcasing their achievements and skills acquired during the residency. 6. Provide our artist in residence interns with guidance on resume building, writing artist statements, and other professional development skills relevant to pursuing a career in the arts.
Goal #2: By 2026	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.	New or Revised Strategic Actions for Goal #2 1. Continue to facilitate professional development focused on standards, curriculum alignment, and interdisciplinary PBL in order to foster a greater understanding of the cross-fertilizations between arts and academics. 2. Our Pathway Coordinator will support Interdisciplinary grade level teaching teams as they implement the arts and activism project. 3. The Principal and Pathway Coordinator will facilitate regular check-ins to ensure adherence to PBL gold standards and alignment with core academic and CTE standards. 4. Intentionally include scaffolding for student success, i.e. support from peer educators. and monitor and support the progress of focal group students. 5. Involve our arts pathway advisory board and other industry partners as project mentors/consultants who will provide feedback and help to guide both project and student success. 6. Facilitate a final exhibition of student interdisciplinary project work and reflections on learning.
Goal #3: By 2026	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.	New or Revised Strategic Actions for Goal #3 1. Conduct a dual enrollment assets, needs, and interests assessment that involves students, teachers, counselors, administrators, parents, and other key stakeholders. Update and develop new CAPP agreements with local community colleges and other postsecondary partners as needed. Target and establish new partnerships with local colleges or universities who offer pathway aligned courses to participate in the concurrent enrollment program. 2. Ascertain which existing OSA faculty are qualified to teach dual enrollment courses (i.e., have their master degree in an art-related discipline or in another discipline. 3. For our focal group students will offer prep workshops to include academic advising, tutoring, counseling or peer support to help our focal group students develop the skills and knowledge needed for success in college-level coursework. 4. Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.
Pathway Budget Expenditures		
Effective July 1, 2024 - June 30, 2025		
2024-2025 Pathway Budget		

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - 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 OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <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) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
"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. (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 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)"	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		#REF!							
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 INDICATORSPlease 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
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 Rate (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A		
On Track to Graduate - 10th Graders	TBD	TBD	TBD	TBD		
10th 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		
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
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?	
Assets	Challenges
What might be some root causes to help you understand those student data?	
Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals 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.	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. 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. 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. 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.
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.	1. entrepreneurial components to our units. 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 3. We will encourage students to take on internships to provide real-world business experiences and encourage innovation and creativity.

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.		1. Integrate structured academic support, advising, and scheduling flexibility to facilitate student participation and success. 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. " 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. 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.
Pathway Strategic Actions Reflection		
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #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	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.
	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.	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. We have been extremely intentional about developing a mastery based learning approach by taking the following steps: - defining clear learning objectives; - scaffold learning with incremental challenges - providing formative feedback and reflections - allowing our focal student to personalized their learning paths
	To intentionally ensure that a mastery based learning approach helps guide the work we do to develop our students as artist educators.	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. For example: senior art students paired with younger students, local artists volunteering time and virtual mentorship from industry professionals.
	Schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts.	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.
	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.	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. 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.

	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.	
24-25 Strategic Actions for Goal #2	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.	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.
	Our Pathway Coordinator will support Interdisciplinary grade level teaching teams as they implement the arts and activism project.	
	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.	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.
	Intentionally include scaffolding for student success, i.e. support from peer educators. and monitor and support the progress of focal group students.	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.
	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.	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. 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.
	Facilitate a final exhibition of student interdisciplinary project work and reflections on learning.	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. 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.

24-25 Strategic Actions for Goal #3	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. 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. 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 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.
	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.	
	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.	
	Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.	

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?

Goal #1: By 2026	By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.	New or Revised Strategic Actions for Goal #1	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.
			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.
			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.
Goal #2: By 2026	By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.	New or Revised Strategic Actions for Goal #2	We are extending this strategic action to include 1. entrepreneurial components to our units.
			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.
			3. We will encourage students to take on internships to provide real-world business experiences and encourage innovation and creativity.

Goal #3: By 2026	By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.	New or Revised Strategic Actions for Goal #3	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. 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. 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. 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.
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Pathway Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 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 Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification. - 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? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; 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> <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>	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 not 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 is 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>
"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	1100	Certified Salary	Teacher	.2FTE	Design, Visual, and Media 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. This expenditure includes salary & benefit costs	\$21,830.15	1100	Certified Salary	Teacher	.2FTE	Design, Visual, and Media Arts	Approved	

Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$287,300.00	\$287,300.00	\$0.00
*Funding Allocation is based on school's 2024-2025 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
9128-1	Hire a Pathway Director 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)	\$138,470.56	1000	Certificated Salaries	Pathway Director	1.0FTE	Whole School
9128-2	Stipend a 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. This stipend hourly rate is \$47.50 per hour.	\$7,000.00	1120	Teacher Salaries Stipend	Certificated Extended Contract		Whole School
9128-3	Stipend a 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 Stipends hourly rate is \$47.50 per hour	\$7,000.00	1120	Teacher Salaries Stipend	Certificated Extended Contract		Whole School
9128-4	Stipends for Student Internships: Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. 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)	\$10,000.00	2937	Student Stipends			Whole School

9128-5	"Consultant Services: Consultants contracts with Flat Line Productions, Bryan C. Simmons Administration Services, The Reef Recording Studio, Production and Engineering, Jarin Tindell & Andrew Bearford Music. 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, & 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.	\$13,500.00	5825	Consultant Contracts	Consultants		Whole School
9128-6	Travel and Conferences: This expenditure will be used to allow faculty and staff to attend educational conferences and seminars specific to Linked Learning and/or our Pathways. 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, & Entertainment Conference. These opportunities will support the realization of all 3 of our Strategic Goals.	\$7,000.00	5200	Travel and Conferences			
9128-7	Equipment: Industries use cutting-edge technology that students must be familiar with before entering the workforce. Purchasing industry-standard equipment (3D printers, macbooks professional-grade cameras) allows students to train on the same tools used by professionals. It also enhancing the hands-on learning experience. Students developing skills increases employment opportunities. expenditure will be used for all pathway use serving 400 students	\$19,426.71	6400	Materials			Whole School
9128-16	"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 & benefit costs.	\$21, 830.15	1100	Certified Salary	Teacher	.2FTE	Design, Visual, and Media Arts

9128-17	"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 & benefit costs	\$21,830.15	1100	Certified Salary	Teacher	.2FTE	Design, Visual, and Media Arts
9128-32	"Hire a Business of the Arts Teacher at 0.2 FTE for the Performing Arts pathway. 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.	\$31,536.29	1100	Certified Salary	Teacher	0.20	Performing Arts
9128-33	"Hire a Teacher, at 2.0 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 & benefit costs.	\$31,536.29	1100	Certified Salary	Teacher	0.20	Performing Arts

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