

MEASURE N COMMISSION

1000 Broadway, Suite 680
Oakland, CA 94607-4099



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

Louise Waters, Chairperson
louise.bay.waters@gamil.com

David Kakishiba, Vice Chair
kakishiba@gmail.com

Marc Tafolla, Secretary
marctafolla@gmail.com

James. Harris, Member
james@510media.com

Katy Nuñez-Adler, Member
katynunez.adler@gmail.com

| Board Office Use: Legislative File Info. | |
|--|-----------|
| File ID Number | 23-0787 |
| Introduction Date | 4/19/2023 |
| Enactment Number | |
| Enactment Date | |

Memo

To Measure N Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

Subject 2023-2024 Measure N/Measure H Education Improvement Plan & Linked Learning 4 Pillars
Services For: Oakland School for the Arts

Action Requested and Recommendation Presentation to and discussion by Measure N Commission of Oakland School for the Arts's proposed 2023-2024 Measure N/Measure H Education Improvement Plan and the Linked Learning 4 Pillars, with a base allocation of \$241,400.00 and a strategic carryover allocation of \$15,638.12 for a total allocation not to exceed \$257,038.12.

Background

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

Competitively Bid

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

Fiscal Impact

Funding resource(s): Measure N
Measure H

Attachments

- 2023-2024 Measure N/Measure H Education Improvement Plan and Linked Learning 4 Pillars

2023-2024 MEASURE N BUDGET*Effective July 1, 2023 - June 30, 2024*

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

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

School: OAKLAND SCHOOL FOR THE ARTS**Site #: 9128**

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

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

| | | | | | | | | | |
|---|---|--------------------------|----------------------------|--------------------------|---------------------------|---------------------------|-----------------------------------|-----------------------------|----------------------------|
| 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 | | | | | | | | | % Current Newcomers |
| 2022-23 Total Enrollment Grades 9-12 | | | 418 | | | | | | 0.0% |
| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild-Moderate | % SPED Severe |
| | 35.0% | 65.0% | 66.0% | 21.6% | 0.0% | 0.4% | 8.00% | 8.0% | 0.0% |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian | % Hispanic/Latino | % Filipino | % Pacific Islander | % White | % Multiple Ethnicity | % Not Reported |
| | 23.0% | 0.0% | 5.0% | 11.0% | 0.0% | 1.0% | 35.0% | 22.0% | 0.0% |
| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | | | | African American Students | | | |
| SCHOOL PERFORMANCE GOALS AND INDICATORS | | | | | | | | | |
| Please refer to this Data Dictionary for definitions of the Indicators. | | | | | | | | | |
| Whole School Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) | | |
| Four-Year Cohort Graduation Rate | 96.0% | | 100.00% | | | | 100.00% | | |
| Four-Year Cohort Dropout Rate | 4.0% | | 2.00% | | 2.00% | | 100% | | |
| A-G Completion Rate (12th Grade Graduates) | 80.0% | | 90.00% | | 95.00% | | 100.00% | | |
| On Track to Graduate - 9th Graders | 61.0% | 66.0% | 70.00% | | 80.00% | | 85.00% | | |
| 9th Graders meeting A-G requirements | 80.0% | 76.0% | 85.00% | | 90.00% | | 90.00% | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 100.0% | 100.0% | 100.00% | | 100.00% | | 100.00% | | |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 49.0% | 60.0% | 75.00% | | 85.00% | | 90.00% | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100.0% | 100.0% | 100.00% | | 100.00% | | 100.00% | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 88.0% | | 96.00% | | 99.00% | | 100.00% | | |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 14.0% | | 20.00% | | 35.00% | | 50.00% | | |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 72.0% | | 80.00% | | 90.00% | | 100.00% | | |
| Focal Student Population Indicator | 2021-22 Baseline Data | 2022-23 Data | 2023-24 Benchmark | 2023-24 Data | 2024-25 Benchmark | 2024-25 Data | 2025-26 Goal (3-Year Goal) | | |
| Four-Year Cohort Graduation Rate | 96.0% | Unavailable | 98.00% | | 100 | | 100.00% | | |
| Four-Year Cohort Dropout Rate | 4.0% | Unavailable | 2.00% | | 0.00% | | 0.00% | | |

| | | | | | | | |
|---|--------|-------------|---------|--|---------|--|---------|
| A-G Completion - 12th Grade (12th Grade Graduates) | 64.0% | Unavailable | 70.00% | | 80.00% | | 90.00% |
| On Track to Graduate - 9th Graders | 60.0% | 48.0% | 65.00% | | 75.00% | | 80.00% |
| 9th Graders meeting A-G requirements | 46.0% | 48.0% | 49.00% | | 50.00% | | 70.00% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 4.0% | 10.0% | 20.00% | | 70.00% | | 99.00% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 14.0% | 6.0% | 16.00% | | 20.00% | | 25.00% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100.0% | 100.0% | 100.00% | | 100.00% | | 100.00% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 88.0% | Unavailable | 90.00% | | 98.00% | | 99.00% |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 5.0% | Unavailable | 10.00% | | 20.00% | | 35.00% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 65.0% | Unavailable | 75.00% | | 80.00% | | 90.00% |

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 (Analyze these two indicators together) | Our students remain engaged in their arts and academic curriculum, which gives them motivation to attend and graduate. | We could do better to identify alternate paths for students who may benefit from an internship, specific workplace learning and/or a pathway into a trade. |
| A-G Completion - 12th Grade | In order to improve our A-G completion rate over the past three years, we initially worked with our pathway coach to conduct an a-g audit, identified courses which were not yet a-g approved, and developed and submitted a-g course descriptions for approval for many of these courses. | As our curriculum has evolved, we have added new courses and not all are a-g approved. In addition, because of student learning loss during the COVID-19 pandemic, more students are struggling to succeed in academically challenging courses, especially in mathematics and science. And there is little space in our schedule for credit recovery opportunities. There is a need to make a-g curriculum the default curriculum for all and to provide professional development that helps teachers engage, support, and scaffold for student success. There is also a need to develop new approaches to student support, including peer to peer tutoring, and new approaches to credit recovery. In addition, we need to do more to educate students and their families about the importance of a-g completion. |
| On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together) | We are improving in terms of students in the 9th grade who meet A-G requirements. | In 21-22 our 9th grade on track to graduate rate was 61%. Many 9th graders are challenged because of knowledge and skill gaps during the pandemic. Hands on project based learning helps students retain and master. We are adjusting out teaching practices to support the 9th students. |
| College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together) | We are consistently preparing students to enroll in two and four year colleges. Students have many examples of OSA alums being successful in pursuing their arts and other subjects in four year programs and through community college transfer programs. | We are focused on improving outcomes for students who are first generation, providing more support for college search and financial aid education for students and parents. |

| | | |
|---|--|---|
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | The number of students entering internships is steadily growing. All of our seniors are either participating in work-site internships or working with outside industry professionals on a range of experiences that includes performance, class. | The challenge with seniors is they are often overwhelmed with preparing for postsecondary education, completing senior projects, and senior activities, real life decisions, budgeting, scholarships, and the overall fear of the future. |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | More and more of our students take community college courses, both dual and concurrent enrollment and excel at them. | We could do more to encourage community college enrollment during the summer for students who don't have room in their schedules during the year. |
| Percentage of 10th-12th grade students in Linked Learning pathways | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | | |

2023-2024: YEAR ONE ANALYSIS

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

2023-24 Strategic Actions

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

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

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

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

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

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

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

| 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 |

| | | | |
|---|---|--|---|
| 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 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 | Our pathway coordinator, working in partnership the art advisory board members and art chairs, will engage industry professionals in support of evaluations of student interdisciplinary project work. | | |
| | With input from our art advisory board and industry partners, our 9th through 11th grade teachers teams will design and implement two interdisciplinary projects each year. | | |
| | The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time. | | |
| | | | |
| Strategic Actions for Goal #3 | Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses. | | |
| | Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme. | | |
| | Design and implement outreach campaigns to promote dual enrollment to students and parents. | | |

| Pathway Budget Expenditures | | | | | | |
|--|-------------|--------------------|--------------------------------|-----------------------|------------|----------------------------|
| 2023-2024 Pathway Budget | | | | | | |
| BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME |
| Hire a Business of the Arts Teacher, at .20 FTE for the Design, Visual, Media Arts Pathway. Teacher for a pathway cohorted course is taken by all 9th grade students that focuses on supporting our students in their trajectory as an art student at OSA with focus on career preparation and entrepreneurship. This course is taught by a professional artist and will solidify student pathway identification as they enter high school. (Salary & Benefit Costs) | \$18,500.00 | 1250 | Certificated Salaries | Teacher | 0.20 | Design, Visual, Media Arts |

| | | | |
|--|---|--|---|
| 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 <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 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 | 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. | | |

| | | | | | | |
|--|-------------|-------------|-------------------------|----------------|------|-----------------|
| Goal #3 | | | | | | |
| Pathway Budget Expenditures | | | | | | |
| 2023-2024 Pathway Budget | | | | | | |
| <p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME |
| <p>Hire a Business of the Arts Teacher at 0.3 FTE for the Performing Arts pathway. This is a pathway cohorted course taken by all 9th grade students that focuses on supporting our students in establishing their trajectory as an art student at OSA with a focus on career preparation and entrepreneurship. This course is taught by a professional artist and will solidify student pathway identification at the start of high school. (Salary and benefits)</p> | \$32,000.00 | 1250 | Certificated Salaries | Teacher | 0.30 | Performing Arts |

| MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN (for Fiscal Year 2023-24) | | | | | | | |
|---|---|---|--------------------------------|------------------------------------|--------------|-------------------------------------|--|
| Name of School Site | Oakland School for the Arts | | | | | Site # | 9128 |
| Approved Strategic Carryover (from prior years - Carryover Plan) | \$15,638.12 | In the box below, please indicate why you decided to allocate Strategic Carryover. | | | | | |
| Total Budgeted Amount | \$15,638.12 | We decided not to allocate all of our funding in our 21-22 carryover plan so that we could strategically allocate funding for high priority expenditures in 2023-24 such as our curriculum consultant and professional development for our staff. | | | | | |
| Remaining Amount to Budget | \$0.00 | | | | | | |
| NOTE: | Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds. | | | | | | |
| Directions: | Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below. | | | | | | |
| Resources: | Measure N 2022-2023 Permissible Expenses Measure N Justification Examples - A Resource for EIP Development | | | | | | |
| BUDGET JUSTIFICATION For All Budget Line Items , enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE , please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i> | | | | | | | |
| | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE & NUMBER | FTE % | WHOLE SCHOOL OR PATHWAY NAME | Which Linked Learning pillar does this support? |
| CTE Curriculum Consultant - Hire a CTE Curriculum Consultant to support our performing arts pathway in designing and implementing CTE sequencing. The curriculum consultant will create curricula maps that will support teachers' efforts to track how many of the required career technical education /linked learning standards, content and skills have been addressed and what remains to be covered. This service will benefit all high school grade levels which is approximately 400 students. | \$7,000.00 | 5810 | Educational Consultants | | | Performing Arts Pathway | Career Technical Education |
| Travel and Conferences: This expenditure will be used to allow faculty and staff to attend educational conferences and seminars specific to Linked Learning and/or our Pathways. These opportunities allow staff to connect with and build relationships with other educators, share best practices with industry professionals, and discover how to enhance the student educational experience. Up to 5 staff members will attend events including The Linked Learning Conference, and the California Arts, Media, & Entertainment Conference. These opportunities will support the realization of all 3 of our Strategic Goals. | \$8,638.12 | 5200 | Travel and Conferences | | | Whole School | Enabling Conditions |