

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measures N and H –

College & Career Readiness Commission

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File ID Number	23-0787
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Enactment Number	
Enactment Date	

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, High School Network Superintendent

Board Meeting Date _____

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

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Oakland School for the Arts as “Approved,” 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
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: OAKLAND SCHOOL FOR THE ARTS

Site #: 9128

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

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

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

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

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)
<p>Hire a Pathway Coordinator at 1.0 FTE to support all 4 pillars of Linked Learning and all aspects of our pathway development. The Coordinator oversees: the development and implementation of CTE/Core standards; work-based learning continuum; personal development sessions; master class; internships. Additionally, this individual coordinates the integrated projects for all grade levels and manages the CTE art advisory board. This expenditure supports and oversees the entire three year strategic plan and services all high school students. (Salary & Benefit Costs)</p>	\$128,526.00	1300	Certificated Salaries	Pathway Coordinator	1.00	Whole School

<p>Hire a Teacher, at .20 FTE for Young Men of Color. One of our teachers will design and teach a course specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support the three goals by strategically supporting students of our target population and providing supports to these students to ensure appropriate pathway progress and educational opportunities. (Salary & Benefit Costs)</p>	<p>\$18,000.00</p>	<p>1120</p>	<p>Certificated Salaries</p>	<p>Teacher</p>	<p>0.20</p>	<p>Whole School</p>
<p>Consultant Services: Record Label/Music Production Class A consultant will assist/train students on the basics of recording and producing music, mixing, mastering, and editing techniques which help them produce a polished professional record. In addition to learning production, students will learn the art of songwriting and examine and evaluate songwriting concepts that are critical to production. Students will learn the inner workings of major labels including various positions, distribution, press, promotions, and managing budgets for artists.</p>	<p>\$10,000.00</p>	<p>5825</p>	<p>Consultant Services</p>			<p>Whole School</p>
<p>Stipends for Student Internships: Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. Approximately 10 students will benefit from these internship stipends (OSA will seek additional internship funding)</p>	<p>\$5,187.00</p>	<p>5800</p>	<p>Consultant Services</p>			<p>Whole School</p>
<p>Consultant Services: Contract with All Tied Up This vendor is a mentoring program that works to promote positive outcomes in underserved boys of color. The program gives students tools to help with social, emotional and mental health, physical health and hygiene, networking skills, financial health, college, and entrepreneurship resources. This expenditure supports our efforts to improve outcomes for our target population. We aim to serve a total of 60 students.</p>	<p>\$5,187.00</p>	<p>5825</p>	<p>Consultant Services</p>			<p>Whole School</p>
<p>Hire a Teacher, at .20 FTE for Senior Capstone in the Pathways. Teacher for a pathway cohort course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs)</p>	<p>\$24,000.00</p>	<p>1100</p>	<p>Certificated Salaries</p>	<p>Teacher</p>	<p>.20 FTE</p>	<p>Whole School</p>

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

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

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

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

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

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

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

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

Pathway Strategic Goals

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

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

Pathway Strategic Actions

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

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

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. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.							
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & 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

Measure N/H 2023-2024 Education Improvement Plan Assessment

Oakland School for the Arts

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you 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	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> ● Integrated Program of Study ● Work Based Learning ● Integrated Student Supports 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● OSA Vision aligns with Linked Learning: “Through meaningful engagement with pathway-integrated curriculum and work-based learning opportunities, graduates will be resilient and ready for college and career.” ● Quality Assessment and Pathway 1-pagers include evidence of 3 domains of Linked Learning but the implementation of all components within each domain is not clear (such as cohort structure and partner input and validation) ● Of note in the Assessment: <ul style="list-style-type: none"> ○ All students are enrolled in pathway courses. ○ OSA meets the standard for equitable, open admissions. (Shift from admissions by audition to an open admission based on interest/desire) ○ Business of the Arts classes focus on career awareness and exploration. ● Pathway Quality Assessment includes the following areas of growth: <ul style="list-style-type: none"> ○ Integrated Program of Study: Parent education on graduation requirements, A-G completion, work-based learning and dual enrollment. 			

	<ul style="list-style-type: none"> ○ Work Based Learning: Adjusting master schedule to accommodate more opportunities; revising and enhancing WBL continuum ○ Integrated Student Supports: Expansion of mental health services, earlier college/career counseling meetings.
	<p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● Program of Study: 1 pager mentions that each Pathway has a CTE Sequence which includes: Intro Class, Concentrating Class & Capstone. However, it is not clear what these classes are. Are they different courses depending on the pathway or sub-pathway? The EIP mentions that OSA will be adding a Senior Capstone so the full implementation of the CTE course sequence is not clear.

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> ● School has identified a Focal Student population that is not achieving key outcome indicators. ● School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. ● Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined ● For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Identified focal student population is African American students ● All sections of the Root Cause Analysis are complete ● The Root Cause Analysis section would benefit from a deeper level of analysis. For example, what strategies is OSA implementing that lead to a 96% cohort graduation rate? In the challenges section, it would be helpful to cite the data that is the challenge and dig deeper to identify the most significant barriers to improvements in the indicator, <i>especially challenges related to your focal group</i>. Why are 46% of African American 9th graders meeting A-G compared to 80% of the Whole School population? <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● Please double check the data for your focal group student to ensure accuracy. ● Increasing the number of 9th grade students on track for 			

	<p>graduation is an area of growth. In 2021-2022, only 61% of the 9th graders were on-track to graduate. What research-based practices is OSA using to support success for all 9th graders? How, in addition to changing teaching practices, is OSA working strategically so that all 9th graders are on track to graduate? How is OSA involving students and their families in addressing this challenge? How might older OSA students serve as academic mentors to ninth grade students? If 9th grade teachers are to engage students in more project-based learning and other hands-on, inquiry approaches to learning, what professional development will best support this work? How will OSA best assure collaboration time for 9th grade teachers?</p> <ul style="list-style-type: none"> • According to the data submitted, in 2021-2022 80% of 9th graders were meeting A-G requirements and 80% of 12th grade graduates had completed the A-G requirements. One part of a strategy to assure that all students are A-G eligible is to assure that all courses are A-G approved. Internships, enrichment and support classes, and leadership can be A-G approved. It would be good for OSA to identify any courses that are not yet A-G approved and take the steps needed for A-G approval before the end of June.
<p>Pathway Quality Assessment(s) <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> • Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains • Next steps have been identified to support the continuous quality improvement of the pathway(s) • Self-assessment provides evidence, such as concrete examples or specific data 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Assessments address each of the domains of Linked Learning but the status of some components is not clear. For example, in the Integrated Program of Study domain, what is the status of the cohort structure, cross-subject and industry-infused curriculum, and partner input and validation? • Identified next steps support continuous quality improvement of pathway • Evidence of strengths section references concrete examples <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> • Establish a regular review process to assess whether the identified next steps are being effectively implemented and whether they positively impact student achievement.

Strategic Goals

- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years
- The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)
- Alignment is evident between schoolwide goals and Measure N/H priorities
- For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other
- For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 3

Rationale:

- Identified goals align to the domains of Integrated Program of Study and Work-Based Learning
- There is not always a clear through line between the 3-year goals and the challenges identified in the root cause analysis and pathway quality assessments.
 - For Goal 1, how does the peer to peer artist educators program align with identified challenges?
 - For Goal 2, increasing the number of interdisciplinary projects is directly linked to the pathway quality standards, but this is not an area of need identified in your Pathway Quality Assessment.
- There could be greater coherence between the Whole School Strategic Actions and the 3-Year Goals

Feedback for continued progress monitoring:

- What practices will OSA implement to meet the 25-26 data goals identified in the Whole School Indicators?
- It is recommended that the Pathway leadership team identify the top priorities for the school and for OSA's pathway development for the 3-year period of 2023-26 so there can be greater coherence across school and pathway goals.

Strategic Actions

- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning
 - Integrated Program of Study
 - Work-Based Learning
 - Integrated Student Support
- Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 3

Rationale:

- There could be greater specificity in defining the Strategic Actions. It could be helpful to backwards map from your 3 year goals to identify where you would like to be at the end of 2024 and 2025.
 - For Goal 2, for example, what will it take for teacher teams to design and implement 2 interdisciplinary projects per grade level by 2026? What is your baseline, and how many projects are realistic to implement in 2023-24? Will you focus on one or two grade levels each year, or 1 project per grade level and build up from there?
- For Goal 1, Strategic Actions could be to clearly define what

	<p>the artist educators program will entail (when will it occur, who will teach it, how many students will participate, etc.) and to develop a 3 year implementation plan.</p> <ul style="list-style-type: none"> ○ Additionally, clarify what you mean by mastery-based learning and how it relates to the artist-educators. <p>Feedback for continued progress monitoring:</p> <ul style="list-style-type: none"> ● In addition to the Goal 3 strategies mentioned, what strategies will you implement to support students to succeed in dual enrollment? How might OSA embed dual enrollment courses in the pathway program of study? <ul style="list-style-type: none"> ○ <i>NOTE: There is a discrepancy in the data projections for your focal student population - by 2026 you are projecting that only 25% of African American students will have passed one or more dual enrollment classes.</i>
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan					
Category	Compliant & Aligned	Compliant Partially Aligned	Non-Compliant ● Supplanting ● Not Allowable	Missing	
	4	3	2	1	
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> ● A through line is evident between expenditures and the needs identified in the Education Improvement Plan ● Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning ● Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H ● Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 3</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● Budget includes funding for 1.0 FTE Pathway Coordinator, 0.3 FTE Business of the Arts Teacher (Performing Arts), 0.2 FTE Business of the Arts Teacher (Design, Visual and Media Arts), 0.2 FTE Young Men of Color teacher, 0.2 FTE Senior Capstone teacher, Consultant Services (Music Production class, All Tied Up mentoring, CTE Curriculum consultant), Stipends for Student Internships ● Strategic Carryover budget includes funding for Curriculum Consultant and Travel/Conferences. ● Justification is provided that articulates what Measure N/H dollars are funding and how it is aligned to pathway development 				

- Not all budget expenditures are mentioned elsewhere in EIP or clearly tied to 3-year goals or 1-year Whole Strategic Actions (i.e. Music Production Class, Curriculum Consultant). What funding resources will be necessary to support the implementation of OSA's 3 year goals?
- Note: The 1-pager identifies a Work-Based Learning Coordinator but that position is not included in the budget.

Final Recommendation

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

Rating: Approved

- School is **actively developing and implementing** *Linked Learning*, as evidenced by the establishment of all three domains of *Linked Learning: Integrated Program* (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 is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

Strengths:

- Key leadership (Executive Director, Principal, Pathway Coordinator and Lead Counselor) demonstrate high investment in pathway work
- School has made great progress in its *Linked Learning* work over the past few years
- School has extensive pathway partnerships that connect students and school with the surrounding community
- Business of the Arts Classes help students see that there is a path for students to have a career in the arts. During the EIP presentation, students and a teacher shared the positive impact of this class and a sample of course assignments and projects. Among some of the learning experiences shared: a grant-writing project; two students working together to create a youth arts program; and student research using Occupational Handbook about what career in arts looks like.

Key Questions:

- What are the top priorities for OSA as a school and for OSA's pathway development for the 3-year period of 2023-26? There are many new practices and priorities identified within the EIP including mastery-based grading, cycles of inquiry/continuous improvement, AVID strategies, an artist educator program, an Advisory-board designed assessment, individualized student plans of action, and more. Sometimes schools try to do too much. It can be overwhelming for teachers who are just figuring out how to design and implement interdisciplinary projects to also figure out mastery-based learning and to implement grade level passages that involve work-based learning requirements. A suggestion:
 - Meet with the Pathway leadership team to discuss the Whole School Strategic Actions, 3 Year Strategic Goals, and Next Steps from the Pathway Quality Assessment. Identify which of the ideas proposed are essential to pathway development and which are nice to have (by cross-referencing against the Quality Standards). Develop a detailed pathway implementation plan that identifies who is responsible for each

- aspect, by when an action needs to be accomplished, and how you will measure success. Some items that would benefit from greater clarity:
- Strategies for supporting first generation high school graduates in the college going process are mentioned, but there is little explanation of what this entails, and no roadmap/steps for how to achieve this.
 - Strategies for supporting young men of color and African American students are included as one of the school-wide strategic actions. Some of the budget expenditures align with this strategic action. However, the focal group is not mentioned in the three-year pathway goals and strategic actions and nowhere in the EIP are these strategies detailed or mapped out. It would be good to look at research-based practices and make a thoughtful plan for how OSA will best raise the achievement of your focal group.
 - Increasing dual enrollment opportunities is an excellent goal, but how will students be supported to succeed in them? Look at some of the research-based dual enrollment practices and consider what supports for student success in dual enrollment will work best for OSA.

- **Internships:** There is conflicting data in the EIP about internships. The 2021-22 data indicates that 100% of 12th graders participated in employer-evaluated internships but that only 4% of African American 12th graders participated in internships. One of the Commissioners raised a question regarding the internship data reported in your EIP. How might OSA best document student internships, including the logistics (length of internship, where occurred, nature of student-intern work, supervisor, etc.), the learning through internships that occurs, and the results of employer evaluations?

Internships are not called out as Strategic Goals or Actions but they are essential work-based learning experiences and clearly a priority at OSA. As OSA designs and refines more external and on campus internships and internship-like learning experiences, it will be important to use tools such as the [NAF Gold Standards for Internships](#) in the design and quality assessment process. Research-based internship practice often describes three student outcomes of internships - identifying career aspirations and mapping a plan to reach their goals; building college-and-career ready/21st century skills and receiving feedback (employer-evaluated internships); and developing connections with professionals who can help them navigate their path forward. How will OSA assure that students develop connections with industry professionals as part of their on-campus internship experiences? How might OSA assure that students have both on-campus and off-campus internship experiences?

Budget Feedback:

- In future OSA Measure H budgets or in another CTE-related grant budget, OSA might consider adding either a WBL Coordinator or an Internship Coordinator. Currently, the Pathway Coordinator is responsible for an extraordinary scope of work. It is not possible for one person to coordinate all the Measure N/H work, support pathway professional development, coordinate the work of the pathway advisory board, build new partnerships, take the lead in advancing the pathway toward Gold Standard Certification, manage grants and other development work, develop more dual enrollment opportunities, start a student artist-educator program, teach, and grow and support internships for students. How might OSA best build a pathway leadership team? How might OSA engage student leaders in ownership of some aspects of the pathway work?

Next Steps:

What	Suggested Lead	Deliverable	Date
Complete 2023-2024 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	2023-24 Quarterly Dates to be provided

Continue participation in monthly Charter School Community of Practice meetings	Pathway Coordinator	Participation in monthly meetings	2023-24 Dates to be provided
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