

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

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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Enactment Date	

# Memo

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

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date**

**Subject** 2024-25 Educational Improvement Plan  
Services For: Oakland School for the Arts 9128

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**Action Requested and  
Recommendation**

Presentation to and discussion by Measures N and H Commission of Oakland School for the Arts proposed 2024-25 Educational Improvement Plan and Linked Learning 3 Domains, in an amount not to exceed \$239,700.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2024-2025 Oakland School for the Arts - Educational Improvement Plan and Budget
- Oakland School for the Arts - Linked Learning 3 Domains [1 pager – Performing Arts]
- Oakland School for the Arts - Linked Learning 3 Domains [1 pager – Design, Visual& Media Arts]

2024-2025 MEASURE H BUDGET			
Effective: July 1, 2024 - June 30, 2025			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$239,700.00	\$239,700.00	\$0.00
*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (282) multiplied by the per pupil amount of \$850.			

School: OAKLAND SCHOOL FOR THE ARTS

Site #: 9128

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

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

School Name:		Oakland School for the Arts						Site #:	9128	
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										
<b>Mission:</b> Oakland School for the Arts is a diverse and inclusive public 6-12 charter school that blends immersive, robust arts with comprehensive academics, providing integrated opportunities for collaboration, expression and personal growth.										
<b>Vision:</b> 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		
2023-24 Total Enrollment Grades 9-12				421				12.0%		
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe	
	30.0%	66.0%	55.0%	21.6%	0.5%	0.0%	12%	11.6%	0.04	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	23.0%	1.0%	5.0%	11.0%	1.0%	1.0%	30.0%	22.0%	0.0%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American Students				
SCHOOL PERFORMANCE GOALS AND INDICATORS										
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators.										
Whole School Indicator			2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)	
Four-Year Cohort Graduation Rate			96.0%	97%	100.00%				100.00%	
Four-Year Cohort Dropout Rate			4.0%	3%	2.00%		2.00%		100%	
A-G Completion Rate (12th Grade Graduates)			80.0%	80%	90.00%		95.00%		100.00%	
On Track to Graduate - 9th Graders			61.0%	66%	70.00%		80.00%		85.00%	
9th Graders meeting A-G requirements			80.0%	76%	85.00%		90.00%		90.00%	
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience			100.0%	100.0%	100.00%		100.00%		100.00%	
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better			49.0%	60.0%	75.00%		85.00%		90.00%	
Percentage of 10th-12th grade students in Linked Learning pathways			100.0%	100.0%	100.00%		100.00%		100.00%	
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course			88.0%	88%	96.00%		99.00%		100.00%	
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation			14.0%	18%	20.00%		35.00%		50.00%	
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation			72.0%	65%	80.00%		90.00%		100.00%	
Focal Student Population Indicator			2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)	
Four-Year Cohort Graduation Rate			96.0%	92%	98.00%		100		100.00%	
Four-Year Cohort Dropout Rate			4.0%	8%	2.00%		0.00%		0.00%	
A-G Completion - 12th Grade (12th Grade Graduates)			64.0%	58%	70.00%		80.00%		90.00%	
On Track to Graduate - 9th Graders			60.0%	48.0%	65.00%		75.00%		80.00%	
9th Graders meeting A-G requirements			46.0%	48.0%	49.00%		50.00%		70.00%	
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience			4.0%	10.0%	20.00%		70.00%		99.00%	
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better			14.0%	6.0%	16.00%		20.00%		25.00%	
Percentage of 10th-12th grade students in Linked Learning pathways			100.0%	100.0%	100.00%		100.00%		100.00%	
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course			88.0%	88%	90.00%		98.00%		99.00%	
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation			5.0%	19%	10.00%		20.00%		35.00%	

College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	65.0%	46%	75.00%		80.00%	90.00%
<b>ROOT CAUSE ANALYSIS</b> Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.						
<b>Indicator</b>	<b>Strengths</b>		<b>Challenges</b>			
<i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>		<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>			
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)	Our students remain engaged in their arts and academic curriculum, which gives them motivation to attend and graduate.		We could do better to identify alternate paths for students who may benefit from an internship, specific workplace learning and/or a pathway into a trade.			
<b>A-G Completion - 12th Grade</b>	In order to improve our A-G completion rate over the past three years, we initially worked with our pathway coach to conduct an a-g audit, identified courses which were not yet a-g approved, and developed and submitted a-g course descriptions for approval for many of these courses.		As our curriculum has evolved, we have added new courses and not all are a-g approved. In addition, because of student learning loss during the COVID-19 pandemic, more students are struggling to succeed in academically challenging courses, especially in mathematics and science. And there is little space in our schedule for credit recovery opportunities.  There is a need to make a-g curriculum the default curriculum for a and to provide professional development that helps teachers engage, support, and scaffold for student success. There is also a need to develop new approaches to student support, including peer to peer tutoring, and new approaches to credit recovery. In addition, we need to do more to educate students and their families about the importance of a-g completion.			
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (Analyze these two indicators together)	We are improving in terms of students in the 9th grade who meet A-G requirements.		In 21-22 our 9th grade on track to graduate rate was 61%. Many 9th graders are challenged because of knowledge and skill gaps during the pandemic. Hands on project based learning helps students retain and master. We are adjusting out teaching practices to support the 9th students.			
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> (Analyze these two indicators together)	We are consistently preparing students to enroll in two and four year colleges. Students have many examples of OSA alumni 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						
<b>2023-2024: YEAR ONE ANALYSIS</b>						
<b>Whole School Strategic Actions (to address enabling conditions for high quality pathway development)</b>						
<b>2023-24 Strategic Actions</b> 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?						
<b>Strategic Action 1.</b> We will continue to implement and refine our cycle of continuous improvement and focus on mastery based learning, AVID strategies, and smart goal setting.						
<b>Strategic Action 2.</b> At each grade level students will complete passage requirements that include Work-Based Learning experiences.						
<b>Strategic Action 3.</b> Create more opportunities for faculty to attend pathway related workshops, conferences, and learning experiences.						
<b>Strategic Action 4.</b> Implement an advisory board designed formative assessment that will help uncover student strengths, weaknesses, areas of improvement and areas of growth. Based on the outcomes, faculty and student co-create an individualized plan of action.						
<b>Strategic Action 5.</b> Implement strategies designed to support success for young men of color and African American students.						
<b>Budget Expenditures</b>						
<b>2023-2024 Budget: Enabling Conditions Whole School</b>						

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<b>Hire a Pathway Coordinator at 1.0 FTE</b> to support all 4 pillars of Linked Learning and all aspects of our pathway development. The Coordinator oversees: the development and implementation of CTE/Core standards; work-based learning continuum; personal development sessions; master class; internships. Additionally, this individual coordinates the integrated projects for all grade levels and manages the CTE art advisory board. This expenditure supports and oversees the entire three year strategic plan and services all high school students. (Salary & Benefit Costs)	\$128,526.00	1300	Certificated Salaries	Pathway Coordinator	1.00	Whole School
<b>Hire a Teacher, at .20 FTE</b> for Young Men of Color. One of our teachers will design and teach a course specifically aimed at diminishing our achievement gap by supporting young men of color. This expenditure will support the three goals by strategically supporting students of our target population and providing supports to these students to ensure appropriate pathway progress and educational opportunities. (Salary & Benefit Costs)	\$18,000.00	1120	Certificated Salaries	Teacher	0.20	Whole School
<b>Consultant Services:</b> Record Label/Music Production Class A consultant will assist/train students on the basics of recording and producing music, mixing, mastering, and editing techniques which help them produce a polished professional record. In addition to learning production, students will learn the art of songwriting and examine and evaluate songwriting concepts that are critical to production. Students will learn the inner workings of major labels including various positions, distribution, press, promotions, and managing budgets for artists.	\$10,000.00	5825	Consultant Services			Whole School
<b>Stipends for Student Internships:</b> Pay stipends to OSA students for participating in internships both during the academic school year (after school) as well as during the summer. Approximately 10 students will benefit from these internship stipends (OSA will seek additional internship funding)	\$5,187.00	5800	Consultant Services			Whole School
<b>Consultant Services: Contract with All Tied Up</b> This vendor is a mentoring program that works to promote positive outcomes in underserved boys of color. The program gives students tools to help with social, emotional and mental health, physical health and hygiene, networking skills, financial health, college, and entrepreneurship resources. This expenditure supports our efforts to improve outcomes for our target population. We aim to serve a total of 60 students.	\$5,187.00	5825	Consultant Services			Whole School
<b>Hire a Teacher, at .20 FTE</b> for Senior Capstone in the Pathways. Teacher for a pathway cohort course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs)	\$24,000.00	1100	Certificated Salaries	Teacher	.20 FTE	Whole School

## 2024-2025: YEAR TWO

### Strategic Actions

#### 2023-2024 Strategic Actions

#### Reflection on 2023-2024 Strategic Actions

*For the Year 1 Strategic Actions, answer:*

-Are you on track for accomplishing the actions for the related goal this school year?

-If so, what has been done or will be done by the end of the year to accomplish it?

-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

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

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

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

<b>Whole School Strategic Actions (to address enabling conditions for high quality pathway development)</b>							
<b>2024-2025 Strategic Actions</b> In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development. <i>Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?</i>							
<b>Strategic Action 1.</b> We will continue to implement and refine our cycle of continuous improvement and focus on mastery based learning, vertical alignment, and smart goal setting. We will use these strategies to enhance support of our focal students.							
<b>Strategic Action 2.</b> At each grade level students will complete passage requirements that include 1 exhibition or performance, and 2 Work-Based Learning experiences, and 1 or more interdisciplinary projects.							
<b>Strategic Action 3.</b> Continue to create professional learning opportunities for faculty through pathway related workshops, conferences, and other art related experiences. Continue professional development related to Linked Learning, Including a self assessment and action planning related to achieving the gold standards; connecting work based learning with classroom learning; and student success strategies especially for our focal group.							
<b>Strategic Action 4.</b> Engage our art advisory board in reviewing the EIP goals and strategic actions and providing input on how to best achieve all three of our goals and support student success, especially for our focal students.							
<b>Strategic Action 5.</b> Continue to implement strategies designed to support success for young men of color and African American students. A new action will be the implementation of a young women of color support group which will sever our female focal population.							

<b>Budget Expenditures</b> <b>Effective July 1, 2024 - June 30, 2025</b>							
<b>2024-2025 Budget: Enabling Conditions Whole School</b>							
<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>	<div> <b>Fully Approved</b>            (no additional Justification Form required)   <i>(protected cells below to be completed by MN/H staff only)</i> </div> <div> <b>Conditionally Approved</b>            (Justification Form is required)   <i>(protected cells below to be completed by MN/H staff only)</i> </div>



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

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

<b>Integrated Student Supports</b> 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
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## 2023-2024: YEAR ONE ANALYSIS

### Pathway Strategic Goals

#### Pathway Quality Strategic 3 Year Goals

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

<b>Goal #1:</b> By 2026	By 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.
<b>Goal #2:</b> 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.
<b>Goal #3:</b> 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?

<b>Strategic Actions for Goal #1</b>	Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors.
	Using a guided curriculum, our arts teachers will prepare students to serve as peer to peer artist educators.
	Provide opportunities for juniors and seniors to teach middle school students and others in the community. Our peer to peer artist educators program engages students and builds leadership and the confidence students will need to meet the demands of real world workforce.
<b>Strategic Actions for Goal #2</b>	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.
<b>Strategic Actions for Goal #3</b>	Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses.
	Partner with Peralta Colleges and other community colleges to offer dual enrollment opportunities directly aligned with our pathway theme.
	Design and implement outreach campaigns to promote dual enrollment to students and parents.

### Pathway Budget Expenditures

#### 2023-2024 Pathway Budget

<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>		<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME</b>
<b>Hire a Business of the Arts Teacher at 0.3 FTE for the Performing Arts pathway.</b> 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
2024-2025: YEAR TWO							
Pathway Strategic Goals							
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?					
By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to learn the fundamentals of teaching arts education and explore the profession of artist educators.		As of Fall of 2023, the first phase of achieving this goal was to recruit senior students to intern as artists in residence in our "Step It Up" after school program. Phase two includes a re-working of the master schedule to support the inclusion of senior and junior students as interns in lower grade level classrooms. Phase three of meeting this strategic goal will include drafting a guided curriculum/framework for teachers to instruct and support the artists in residence students. What has supported this goal is having a TA program in place. All phases of this strategic actions will be completed by 2026. <div>All of our students work as either paid or unpaid interns. For example, design visual and media arts students work directly with Another planet, and Local 107. All of our students participate in internships during Oakland Style week, including serving as producer assistants, fashion assistants, stage managers and assistant performers. Some students work as interns on the OSA Telegraph newsletter; others serve as interns at KOSA radio station; and at 1819 Records. Their internships include reflections on learning and biweekly employer evaluations.</div>					
By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.		Strategic action will remain the same. Phase one of meeting this strategic action has been starting with all faculty personal development meetings focusing on standards and vertical alignment work which has lent to a greater understanding of the cross-fertilizations between arts and academics. Our pathway director has implemented yearly grade level art and academic projects as a part of the weekly personal development meetings. Over the course of three months the arts and academic faculty members of all grade levels will be assigned to small groups, given the theme and begin working collaboratively on creating their units. What has hindered this goal has been scheduling the time for students presentations from both arts and academic teams at the same time. However we are in the process of looking into holding the first presentations over assemblies. We should have a resolve for the dilemma by working on the schedule and be ready to implement in the new school year.					
By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.		Strategic action will remain the same. Given our commitment to the arts we have decided to broaden the college access program to include concurrent enrollment. We arrived at this decision given two key factors. With the commitment to arts and an extended school day, the younger grades (9th and 10th) do not have space in their schedule to accommodate a dual enrollment course. Furthermore, in ensuring that we are not burning students out, given that the OSA High School academic and artistic program is quite demanding as a result of our extended school day and rigorous academic program, concurrent enrollment allows students to take advantage of a wide variety of courses at their own pace as their schedules allow. In an effort to prioritize internships during the school day by expanding to concurrent enrollment students have the opportunity to do both.					
Pathway Strategic Actions Reflection							
2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?					
23-24 Strategic Actions for Goal #1	Implement mastery based learning so that students are able to mirror the knowledge and skills of their instructors.	- We are on track with this strategic goal for this year. In reviewing our plan to build a new curriculum we reevaluated, taking into time, cost and considering our teachers current workload we have decided not to add an additional curriculum but rather to update our teacher assistant program guidelines, structuring -We are currently on track for this strategic goal. Seniors and juniors are now offered an opportunity to teach middle school and students outside of the OSA community. Through our "Step It Up" program. We are also redefining our teacher assistant program to reflect a more hands on approach that will support our artist in residence program. The teachers will have the guidelines and best practices goals for the student learning to model. We are currently in the process of reevaluating the teacher assistant program, our plan is to update that program guidelines to reflect the artist in residence guidelines. We have already map out how we adjust the master schedule to include the artist in residence course. We will implement this in the 2024/25 new school year.					
	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.						

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

Goal #3: By 2026	By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.	New or Revised Strategic Actions for Goal #3	<p>1. Conduct a dual enrollment assets, needs, and interests assessment that involves students, teachers, counselors, administrators, parents, and other key stakeholders. Update and develop new CAPP agreements with local community colleges and other postsecondary partners as needed. Target and establish new partnerships with local colleges or universities who offer pathway aligned courses to participate in the concurrent enrollment program.</p> <p>2. Ascertain which existing OSA faculty are qualified to teach dual enrollment courses (i.e., have their master degree in an art-related discipline or in another discipline.</p> <p>3. For our focal group students will offer prep workshops to include academic advising, tutoring, counseling or peer support to help our focal group students develop the skills and knowledge needed for success in college-level coursework.</p> <p>4. Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.</p>
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**Pathway Budget Expenditures**  
**Effective July 1, 2024 - June 30, 2025**

**2024-2025 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b>  For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification.  For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>								
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b> (no additional Justification Form required)   <i>(protected cells below to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b> (Justification Form is required)   <i>(protected cells below to be completed by MN/H staff only)</i></p>
"Hire a Business of the Arts Teacher at 0.2 FTE for the Performing Arts pathway. This is a pathway cohorted course taken by all 9th grade students that focuses on supporting our students in establishing their trajectory as an art student at OSA with a focus on career preparation and entrepreneurship. This course is taught by a professional artist and will solidify student pathway identification at the start of high school. (Salary and benefits)"	\$22,550.00	1250	Certificated Salaries	Teacher	0.2 FTE	Performing Arts	Approved	
"Hire a Teacher, at .20 FTE for Senior Capstone in the Pathways. Teacher for a pathway cohorted course taken by all 12th grade students that focuses on career preparation and entrepreneurship. This course will be taught by a professional artist and will serve as a pathway capstone as students prepare to enter career and college. (Salary & Benefit Costs)"	\$22,550.00	1250	Certificated Salaries	Teacher	0.2 FTE	Performing Arts	Approved	

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 <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a> , 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.	



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





23-24 Strategic Actions for Goal #2	With input from our art advisory board and industry partners, our 9th through 11th grade teachers teams will design and implement two interdisciplinary projects each year.	statements all around our school. This year the students will begin holding discussions around the impact of artist movements, freedom of speech, and creating safe environments through arts focused projects. This project will be completed in May of 2024. -We are currently on track with this strategic goal. We will implement a jury examination at the end of each semester. Our arts advisory board members and chairs will create pathway specific rubrics that will be used in the examination process, students will be judged on creativity, originality, professionalism and overall artist expression. The first semester's jury panel will be made up of student peers, the second and final jury examination will be made up of industry professionals. -We are currently on track with meeting this goal. We have restructured our weekly personal development sessions to include grease level meetings. This is a time for teachers to collaborate, share best practices, and discuss strategies for better student outcomes.
	The pathway coordinator will support teachers by implementing PDs that allow for teacher collaboration time.	
23-24 Strategic Actions for Goal #3	Identify and recruit current OSA teachers who are qualify for and are interested in teaching dual enrollment courses.	We are on track with the strategic goal. Phase one, We have targeted the faculty members who qualified to teach a dual enrollment course. Phase two we will hold an informational session explaining how the process works and the benefits of becoming a dual enrollment teacher. Phase three, we will seek out colleges who will accept an OSA teacher as a dual enrollment partner. This goal should be met by 2026. -We are on track with this strategic goal. As we continue to seek out dual enrollment partnerships that directly align with our pathway curriculum mapping it has been challenging to partner with Peralta, the course offerings under the Peralta umbrella are limited when it comes to the arts. However we are in talks with west valley college who has a fashion department that aligns with our curriculum mapping. Other colleges in Chabot college and Diablo Valley college. We need help in ascertaining permission for partener outside of the Peralta college system and we are currently seeking assistance with this issue. Our rational for this is that given our commitment to the arts we have decided to broaden the college access program to include concurrent enrollment. We arrived at this decision based on two key factors. With an extended school day devoted to our arts programming, the younger grades (9th and 10th) do not have space in their schedule to accommodate a dual enrollment course. Furthermore, in ensuring that we are not burning students out, given that the OSA High School academic and artistic program is quite demanding, concurrent enrollment allows students to take advantage of a wide variety of courses as their schedules allow. -We are currently on track with this strategic goal. We have hired a new college and career counselor who is taking an active role in parent and student communication. We have started holding grade level parent meetings with each leadership team member presenting a specialized presentation within the framework of these meetings. Our head counselor speaks about the a-g course and the importance of having a-g classes, after our presentations we hold a Q&A for parents and students. This year we have had 5 or more meetings so far, and will continue to hold these sessions in the future.
	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 Strategic Actions 2024-2025

##### 2024-2025 Strategic Actions

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

Goal #1: By 2026	By 2026, we will establish a peer to peer artist-educators program. This work-based learning experience will provide an opportunity for high school students to the learn the fundamentals of teaching arts education and explore the profession of artist educators.	New or Revised Strategic Actions for Goal #1	1. Review and finalize the master schedule to assure that juniors and seniors, especially our focal group students, have access to artist and residence internship opportunities 2. Review examples of exemplary artist in residence curriculum and work with art advisory board, key faculty, and other stakeholders to define program goals, objectives, and selection criteria. 3. To intentionally ensure that a mastery based learning approach helps guide the work we do to develop our students as artist educators. 4. Schedule regular workshops, presentations, and mentoring sessions to introduce students to different artistic techniques and concepts. 5. Assist students, especially our focal group students, in compiling evidence of their work and reflections into portfolios showcasing their achievements and skills acquired during the residency. 6. Provide our artist in residence interns with guidance on resume building, writing artist statements, and other professional development skills relevant to pursuing a career in the arts.
Goal #2: By 2026	By 2026, Students will experience at least two interdisciplinary grade level projects in grades 9 - 11 and complete a culminating artistic exhibition in grade 12.	New or Revised Strategic Actions for Goal #2	1. Continue to facilitate professional development focused on standards, curriculum alignment, and interdisciplinary PBL in order to foster a greater understanding of the cross-fertilizations between arts and academics. 2. Our Pathway Coordinator will support Interdisciplinary grade level teaching teams as they implement the arts and activism project. 3. The Principal and Pathway Coordinator will facilitate regular check-ins to ensure adherence to PBL gold standards and alignment with core academic and CTE standards. 4. Intentionally include scaffolding for student success, i.e. support from peer educators. and monitor and support the progress of focal group students. 5. Involve our arts pathway advisory board and other industry partners as project mentors/consultants who will provide feedback and help to guide both project and student success. 6. Facilitate a final exhibition of student interdisciplinary project work and reflections on learning.
Goal #3: By 2026	By June 2026, all pathway graduates will have successfully completed at least one dual enrollment course and at least 50% of pathway graduates will have successfully completed two or more dual enrollment courses.	New or Revised Strategic Actions for Goal #3	1. Conduct a dual enrollment assets, needs, and interests assessment that involves students, teachers, counselors, administrators, parents, and other key stakeholders. Update and develop new CAPP agreements with local community colleges and other postsecondary partners as needed. Target and establish new partnerships with local colleges or universities who offer pathway aligned courses to participate in the concurrent enrollment program. 2. Ascertain which existing OSA faculty are qualified to teach dual enrollment courses (i.e., have their master degree in an art-related discipline or in another discipline. 3. For our focal group students will offer prep workshops to include academic advising, tutoring, counseling or peer support to help our focal group students develop the skills and knowledge needed for success in college-level coursework. 4. Monitor student progress, and evaluate the effectiveness of the concurrent enrollment program based on student outcomes.

#### Pathway Budget Expenditures

Effective July 1, 2024 - June 30, 2025

#### 2024-2025 Pathway Budget

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

**2023-2024 MEASURE N BUDGET***Effective July 1, 2023 - June 30, 2024***School: OAKLAND SCHOOL FOR THE ARTS****Site #: 9128**

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

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

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

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

MEASURE N 2022-2023 CARRYOVER PLAN							
School Name	OAKLAND SCHOOL FOR THE ARTS				Program Number	9128	
Why were you unable to expend all your funds in the 2022-2023 school year?	We were unable to expend most of the carryover funds due to disruptions caused by the pandemic triggering arts and academic setbacks; we have shied away from purchases for projects that are not sustainable. OSA is getting back on track with expanding our programming which will allow for use of all carryover funds.						
Total Measure N Funds Received in Fiscal Year 2022-2023 <i>(including accumulated carryover from previous years)</i>	\$320,103.60	Projected Carryover Amount from Fiscal Year 2022-2023		\$73,953.86			
Projected Carryover Amount from Fiscal Year 2022-2023	\$73,953.86	Total Budgeted Amount		\$73,953.86			
Percentage of 2022-2023 Carryover to Measure N Funds	23.1%	Remaining Amount		\$0.00			
<b>NOTE:</b> 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.							
<b>Directions:</b> 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. <b>**Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.</b>							
<b>Resources:</b> <a href="#">2023-2024 Measures N and H Permissible Expenses</a> <a href="#">Measures N and H Justification Examples - A Resource for EIP Development</a>							
<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items,</b> enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825 and all FTE,</b> please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Budget Expenditure Instructions</a>  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway and support your 2022-23 pathway goals/strategic actions?  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>							
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?
<b>Stipends for Student Internships:</b> The Internship Program aims to provide high school students with on-the-job training opportunities, which helps students make informed career pathway decisions. Internships deliverables: (a) Builds Confidence, communication skills, and responsibility (b) Offers mentorship opportunities (c) Creates a professional network (d) Offers career guidance (e) Creates a strong resume This expenditure aligns with the career awareness, career exploration, and career training work-based learning program. This expenditure will serve 50 students.	\$19,283.27	5800	Consultant Services			High School Students	Work-Based Learning

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

## MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN

(for Fiscal Year 2023-24)

<b>Name of School Site</b>	Oakland School for the Arts	<b>Site #</b>	9128
<b>Approved Strategic Carryover</b> <i>(from prior years - Carryover Plan)</i>	\$15,638.12	<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>	
<b>Total Budgeted Amount</b>	\$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.	
<b>Remaining Amount to Budget</b>	\$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](#)

<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825 and all FTE</b> , please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is 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>							
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
<b>CTE Curriculum Consultant</b> - 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
<b>Travel and Conferences:</b> This expenditure will be used to allow faculty and staff to attend educational conferences and seminars specific to Linked Learning and/or our Pathways. 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



# SCHOOL NAME: Oakland School for the Arts 2024/25

CTE Industry Sector & Pathway: Performing Arts

## Integrated Program of Study (CTE + Integrated Academics)

### Measure N /H Investments

- Pathway Coordinator
- Professional Development (Site Visits, Conferences, etc.)
  - Career and College Readiness Advisory CTE
- Young Men of Color Achievement
- Young Women of Color Achievement Group
- Career and College Readiness Advisor

### CTE Course Sequence

- Introduction, Concentrator, and Capstone courses for Audio
- Production, Dance, Instrumental Music, Theatre, and Vocal Music sub pathways.

### Cohorted Academic Classes, by Grade Level

- BOTA work with pathway specific
- Senior Capstone

### Pillar Components/Activities

- A-G coursework for all
- Cohorting to support cross-curricular projects at all grades
- Dual Enrollment and AP opportunities
- Whole School Rubrics and grading outcomes
- Theme arts and academic grade level integration project
- Professional development for theme integration

## Work-Based Learning (WBL)

### Measure N Investments

- Professional Master Class Artists
- Student Stipend Internships
- Student Teacher Prep
- Business of the Arts
- Music Recording Consultants
- Senior Capstone

### Partnerships

- Inspired Artist Group
- Oakland Symphony/Oakland Youth
- The Alameda News Group
- Bonneville International
- 94.1 KPFA radio
- World Famous DJ's
- Hip Hop for Change
- One the One Entertainment
- Arts, media, and entertainment
- Oakland Works Wednesdays
- Hip Hop Education

### Pillar Components/Activities

- Artist Speaker Series
- Master Class Series,
- Telegraph News Publication-Student run
- KOSA-Student run online radio station •1819 Records (student run record label)
- 94.1 KPFA 30 min talk show
- Work Educational Training Sessions
- Live weekly performances

## Student Supports

### Measure N Investments

- Work Based Learning Coordinator
- College Support Class
- Early College Credit
- Senior Capstone
- Master Classes Professional Artists
- Professional Development for all instructional staff with OSA Core Rubrics for teaching

### Partnerships

- Oakland Promise
- Save Our Sisters
- Beats, Rhymes, and Life
- Hip Hop Alliance
- Hip Hop for Change
- San Francisco Suicide Prevention- Felton Institute

### Pillar Components/Activities

- Academic Success Period
- Student Wellness Center
- Young Men of Color
- Hip Hop Therapy
- College and Career Readiness
- College nights (meeting with students, families and college reps)

# SCHOOL NAME: Oakland School for the Arts 2024/25

CTE Industry Sector & Pathway: Design, Visual Media Arts

## Integrated Program of Study (CTE + Integrated Academics)

### Measure N /H Investments

Pathway Coordinator

- Professional Development (Site Visits, Conferences, etc.)
- Career and College Readiness Advisory CTE
- Young Men of Color Achievement
- Young Women of Color Achievement
- Career and College Readiness Advisor

### CTE Course Sequence

- Introduction, Concentrator, and Capstone courses for Fashion, Media Arts, and Production Design sub pathways.

### Cohorted Academic Classes, by Grade Level

- BOTA work with pathway specific
- Career and College Readiness Advisory
- Senior Capstone

### Pillar Components/Activities

- A-G coursework for all
- horting to support cross-curricular projects at all grades
- Dual Enrollment and AP opportunities
- Whole School Rubrics and grading outcomes
- Theme arts and academic grade level integration project
- Professional development for theme integration

## Work-Based Learning (WBL)

### Measure N Investments

- Professional Master Class Artists
- Student Stipend Internships
- Student Teacher Prep
- Business of the Arts
- Music Recording Consultants
- Senior Capstone

### Partnerships

- African American Museum
- Another Planet Productions
- Arts, media, and entertainment
- Still I Rise Film Productions
- McMullens Culture Fashion Designs
- Cape and Cowl Comics
- Joyce Gordon Gallery
- Local 107 production union
- Oakland Works Wednesdays
- Visit Oakland

### Pillar Components/Activities

- Artist Speaker Series
- Master Class Series,
- Telegraph News •Publication-Student run
- Visual art exhibitions
- Stage Design
- Lighting and sound design
- Fashion shows

## Student Supports

### Measure N Investments

- Work Based Learning Coordinator
- College Support Class
- Early College Credit
- Senior Capstone
- Master Classes Professional Artists
- Professional Development for all instructional staff with OSA Core Rubrics for teaching

### Partnerships

- Oakland Promise
- Save Our Sisters
- Beats, Rhymes, and Life
- Hip Hop Alliance
- Hip Hop for Change
- San Francisco Suicide Prevention- Felton Institute

### Pillar Components/Activities

- Academic Success Period
- Student Wellness Center
- Young Men of Color
- Hip Hop Therapy
- College and Career Readiness
- College nights (meeting with students, families and college reps)