



Board of Directors:

Josefina Alvarado Mena, <i>Chair</i>	Dewayne Walton
Amy Omand	Isaac Abid
Safia Fasah	Wei-Ling Huber
Jason Reimann	

School Staff

Mike Oz, *Executive Director*
 Steve Borg, *Director of Advancement*
 Juju Williams, *Operations/ Compliance Manager*

Oakland School for the Arts
Board of Directors Special Meeting Agenda
September 17, 2022, 9:00 AM
 Zoom [link](#)

TOPIC	WHO
<ul style="list-style-type: none"> ● Call to order ● Establishment of Quorum ● Resolution to Meet Remotely ● Land Acknowledgment ● Welcoming New Board Members 	Josefina Alvarado Mena
<ul style="list-style-type: none"> ● Public Comment on Non Agenda Items <i>(not to exceed 5 minutes)</i> <p><i>Members of the public may request to speak on items related to school business. The board is not able to respond to public comment on non-agenda items.</i></p>	
<ul style="list-style-type: none"> ● Board Introductions, Meeting Dates, Committee Structure, and Membership (Voting Items) <ul style="list-style-type: none"> ○ Governance Committee ○ Finance Committee ○ Equity Committee ○ Advancement Committee 	Josefina Alvarado Mena
<p>Closed Session</p> <ul style="list-style-type: none"> ● PUBLIC EMPLOYEE PERFORMANCE EVALUATION <ul style="list-style-type: none"> ○ Title: Interim Executive Director 	Josefina Alvarado Mena

OSA is fully ADA accessible. Anyone requesting accommodation should contact Juju Williams, jwilliams@oakarts.org or 510-873-8815 at least 72 hours prior to the meeting. Members of the public may address the Board of Directors on any topic relevant to OSA. In order to hear from as many voices as possible, the Board Chair may institute a reasonable time limit for all speakers prior to the beginning of public comment. OSA reserves the right to limit the number of speakers. All listed times are approximate. Agendas and materials may be viewed at www.oakarts.org or in Room 232, 530 18th Street, Oakland, CA 94612 during normal school hours.



<p>Close Session</p> <ul style="list-style-type: none"> ● CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION <ul style="list-style-type: none"> ○ Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: (one (1) case) 	
<ul style="list-style-type: none"> ● Reestablish Quorum ● Report out on Actions Taken in Closed Session; as Applicable. 	Josefina Alvarado Mena
<ul style="list-style-type: none"> ● Executive Director Report (Information Item) <ul style="list-style-type: none"> ○ School Opening Overview ○ Strategic Plan Overview ○ Public Comment 	Mike Oz
<ul style="list-style-type: none"> ● Advancement/Marketing Updates (Information Item) <ul style="list-style-type: none"> ○ Presentation on Advancement Plan 2022-23 ○ OSA 20 ○ Public Comment 	Steve Borg
<ul style="list-style-type: none"> ● Dismissal 	Josefina Alvarado Mena

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Meeting Norms

- The Board recognizes the importance of all stakeholder voices at OSA. Collaboration and community are essential to the viability of our school.
- The purpose of this meeting is for our board of directors to meet with each other and conduct school business, as well as to receive input from the school staff and the community via public comment.
- Public comment may be made on topics that relate to the school. After hearing a report, members of the public have the opportunity to offer comments in a designated time prior to the board discussion of that agenda item. Outside of public comment, members of the public are also welcome to observe the meeting.
- During virtual meetings, please use the raise hand function to make public comment. If you cannot use the raise hand function you can sign up for public comment in the chat. We want to be sure to see all the sign ups so keeping the chat clear when public comment signups are being called for is appreciated. You may sign up for public comment at any time prior to the conclusion of public comment for that agenda item. You do not need to wait for public comment to be called to sign up, and may sign up for public comment during the presentation of the report or at any time prior. You are not required to include your name with the comment. If you wish to remain anonymous, for ease of identifying speakers, please provide a unique, and appropriate, pseudonym.
- To protect student and employee privacy, please refrain from using the name or any information that could imply the identity of any student or employee.
- the Board Chair may institute a reasonable time limit for all speakers prior to the beginning of public comment. To be sure of hearing from a variety of people, minutes may not be transferred to other speakers.
- The board cannot respond to public comment on non-agenda items. This does not mean the board is not listening.
- Staff will do our best to respond to chat comments throughout the meeting but may not be able to respond to every single one. To be sure your comments are heard by board members, please sign up for public comment. If the comment thread becomes harassing or abusive or includes any information that

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could imply the identity of any student or employee, staff reserves the right to turn off the chat feature at its discretion.

- We strive to be a learning community that learns from each other. We are also a community comprised of people who care very deeply about the school. We recognize that all voices are not treated equally in our society but aim to value and respect all voices equally in this forum. We may have different ideas of how to achieve goals, and we may feel passionately about our points of view. This needs to be a safe space for a variety of opinions. Finally, we address each other in a respectful manner to foster collaboration, build community, and to model good citizenship to our students.
- For clarification on the recording, board members should please state their names prior to speaking.
- The meeting is being recorded and the audio is posted on the school website.

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OSA Land Acknowledgement

OSA is situated on Huichin, the unceded territories of the Chochenyo-speaking Lisjan Ohlone peoples, who have lived upon this land since the beginning of time. Indigenous peoples-- in California, the Americas, and around the world--are still here.

OSA recognizes the historic genocide and ethnic cleansing inflicted upon Indigenous peoples in California and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture. These conditions are ongoing and Indigenous people have been fighting against cultural erasure and for their sovereignty since the beginning of colonization.

To this end, we as a community strive to honor the Indigenous members of our community, uplift their voices and contributions to arts and culture, center Indigenous peoples' worldviews in our classrooms, and support Indigenous sovereignty everywhere.

This land acknowledgement is a small act in supporting Indigenous communities and centering the Justice, Equity, Diversity, and Inclusion work within the Oakland School for the Arts. Solidarity with Indigenous nations can include:

- 1) Donating time and money to Indigenous-led organizations;
- 2) Amplifying the voices of Indigenous people leading grassroots change movements; and
- 3) Returning land.

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July 2021

(Name)
(Address)
(Address)

Dear (Name),

First of all, thank you for your hard work, commitment, and continued support for Oakland School for the Arts (OSA). Last year was no doubt a landmark year, and the school year we've just begun has already presented significant challenges. I have no doubt that, working together as a board, we will ensure the continued success of OSA.

Now entering its 20th year as a public charter school, OSA is prepared to serve over 800 students. We as a board have laid out an ambitious agenda for this 2021-22 fiscal year that includes:

- Item 1
- Item 2
- Item 3

In joining the OSA board of directors, we have all pledged our commitments to assist in carrying out this work. I depend on your guidance and support to help fulfill the mission of OSA. In order to survive the economic crisis that we are in, we must sustain our donor base in order to enable us to continue to offer an outstanding education to OSA students.

These fundraising efforts start with us. As members of OSA's Board of Directors, it is important that we all do our part to fund the school's operations and allow us to continue the work that we, as a board, have planned. This is what we each committed to as a board member.

This year, we continue our Board-Giving Campaign seeking undesignated, unrestricted support directly from board members. This request is being made independently of the other contributions board members make throughout this fiscal year. Your gift can be made through installments or as a one-time payment, and they may be given anytime during this fiscal year.

What's new this year is our approach to fundraising through an equity lens, recognizing that each individual's contributions of time, talent, and treasure will take different shapes. This year we seek **100% board participation in three areas:**

- **making a personally significant monetary gift**
- **spending time supporting fundraising efforts**

This year, OSA is asking a minimum of \$5,000 - give or get - per board member We ask that each board member make a meaningful personal contribution and if that amount is less than \$5,000, to commit to raising the remaining amount through other fundraising efforts. \$1,500 represents the gap of per-student funding this year, and it is what we ask OSA families to contribute via the OSA Annual Fund. Please join me in making your tax-deductible gift as an investment in the students of Oakland School for the Arts.

I ask that you let us know the amount of your pledge by **October 15th, 2021**. This will allow us to plan for the year ahead. Please fill out the pledge form included and mail back to (insert new Advancement Director's name + contact info).

Thank you for the dedication and support you provide our school. We simply cannot do this work without you.

With gratitude,
Josefina Alvarado Mena
Chair, OSA Board of Directors



Annual Fund Development Commitment Form
FY22

Name: _____

Date: _____

My personal contribution goal:

1. I personally pledge my annual give-or-get gift of \$5,000 or \$_____ to Oakland School for the Arts to support our fundraising goals and fulfill my individual commitment. I would prefer to make:

- One yearly payment of \$_____
Quarterly payments of \$_____
Monthly payments of \$_____

2. I will sponsor and/or purchase tickets to OSA's spring fundraising event.

3. I will pledge to spend _____

As a board member for Oakland School for the Arts, I:

1. Will participate in at least one the following organizational fund development activities:

- Leadership and major gift fundraising (introduce Director of Advancement/Lisa to new donor prospects)
Spring Auction sponsorship solicitation/ticket sales
Attend 2 OSA productions throughout the year (see Performance Calendar on OSA website)
Donor cultivation and recognition activities such as thank you calls
Special/other fund development activities as possible (like host a virtual house party)

2. Will supplement OSA's fundraising activities through an individual activity or event. I will:

- Host a virtual house party to benefit OSA
Arrange with a business or corporation to provide sponsorship to OSA
Other: _____

I accept this commitment as a central element of my role and responsibilities as a member of the Oakland School for the Arts Board of Directors, and this year's fund development commitments.

Signature

Date

Please return this form to Vanessa Baker Rodriguez, Director of Advancement, at vbakerrodriguez@oakarts.org.



Strategic Plan 2022-2025

- **Overview**
 - **Mission and Vision**
 - **Four initiatives**
 1. **Joyful School**
 2. **Integrated Program of Study: Creative Career Preparation**
 3. **Student Agency and Graduate Success**
 4. **OSA Longevity and the Oakland Way**
 - **Phased community plan**
 - **Progress monitoring**
 - **Executive summary**

Mission Statement:

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.

OSA 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.

Strategic Initiative One: Joyful School

Overview:

OSA will be a place where all students, employees and families find joy and fulfillment on a daily basis. Artistic expression is a vehicle for joy and the OSA Way defines the social contract necessary for creating the conditions for a joyful environment. For this to be true we need to be intentional in how OSA brings joy to students, families, employees, alumni, and the Oakland community.

Impact - Improved student outcomes including career preparation, college preparation, attendance rates, etc.

- **Strategic Actions:**
 - **Clear and student centered protocols**
 - **Student identity/pride/ownership**
 - **OSA Way/rituals/etc.**
 - **Form and launch an inclusive parent teacher association**
 - **Ongoing cultural narrative/intentional**
 - **Teacher/staff morale/retention**
 - **Performance opportunity for all students**
 - **Attending performances/seeing classmates perform**
 - **Investing intentionally in joyful school**
 - **Community building**
 - **Alumni focus**
 - **Trainings for teachers (OSA Way)**
 - **Trauma informed practices**
 - **Restorative practices**
 - **Mandated reporter**
 - **Title IX**
 - **Behavior management**

Measurable Goals:

Year One:

- 4-5 cultural celebrations for OSA students
- Form and launch PTSA with clear bylaws and governance structure
- Relaunch monthly PTSA/Sub-pathway meetings
- Design Alumni Engagement Strategy (part time employee focused on this initiative)
- Monthly student recognitions (student of the month, OSA Way raffle)
- End of Year Award Ceremony
- 4 new partnerships with organizations in the neighborhood
- Students develop and monitor individual goals in advisory focused on what brings them joy
- 10% improvement on staff survey from previous year

- Increase from previous year in employee retention
- 85% of students can name one adult on campus that they can go to if they need support
- 80% of students report on culture survey that OSA is a “Joyful” environment
- 80% of families report on culture survey that OSA is a “Joyful” school community
- 70% of families report school adequate and inclusive school communication
- 80% of employees report on survey that OSA is a “Joyful” working environment

Year Two:

- 4-5 cultural celebrations for OSA students
- PTSA will organize 4 annual event to bring joy to teachers
- Monthly student recognitions (student of the month, OSA Way raffle)
- Launch OSA Alumni/Former Student database and engagement calendar with at least 80 active alumni participants.
- End of Year Award Ceremony
- 4 juried/competitive opportunities with nearby organizations (local art show, etc.)
- Student goals build from previous year and include an overlap of artistic and academic goals
- 10% improvement on survey from previous year
- Continued increase in % of employee retention
- 90% of students can name one adult on campus that they can go to if they need support
- 90% of students report on culture survey that OSA is a “Joyful” environment
- 90% of families report on culture survey that OSA is a “Joyful” school community
- 90% of employees report on survey that OSA is a “Joyful” working environment

Year Three:

- 4-5 cultural celebrations for OSA students
- PTSA will organize 4 annual event to bring joy to teachers
- Have at least 150 active OSA Alumni participants
- Monthly student recognitions (student of the month, OSA Way raffle)
- End of Year Award Ceremony
- 4 juried/competitive opportunities with nearby organizations (local art show, etc.)
- Student goals build from previous year and include an overlap of artistic and academic goals
- 10% improvement on survey from previous year
- Continued increase in % of employee retention
- 95% of students can name one adult on campus that they can go to if they need support
- 80% of students can name two adults on campus that they can go to if they need support
- 95% of students report on culture survey that OSA is a “Joyful” environment
- 95% of families report on culture survey that OSA is a “Joyful” school community
- 95% of employees report on survey that OSA is a “Joyful” working environment

Strategic Initiative Two: Integrated Program of Study Overview (or Creative Career Preparation)

Overview:

As a linked learning pathway school, OSA's program will further integrate the art and academic programs in such a way that leverages student artistic dedication into all aspects of the program. We'd like to dismantle the separation between "arts" and "academics" through a more intentional career preparatory program. All aspects of our program should be in support of this initiative.

Impact: All OSA graduates will be college and career ready

■ Strategic Actions

- Communication and student support strategies in place to support enrollment with the phase out of auditions
- Artistic progress monitoring for defined student outcomes
- Planning to prevent the credential cliff
- Teacher training and collaboration
- Academic approach to all subjects (art and core content)

■ Measurable Goal(s)

- How to incorporate assessment and progress monitoring into arts
- Defined students outcomes
- Credentialing of arts teachers
- Students will have equitable access to high-quality curriculum, defined as standards-aligned, integrating multiple modes of instruction, and developing college and career readiness. Students will have appropriate supports and interventions so they have the opportunity to succeed.
- Develop curriculum and teaching practices that are culturally responsive and inclusive of all students' cultures, backgrounds, and learning differences

Year 1:

- Semester 1 grade analysis established baseline for percentage of students with academic and artistic GPA within .5 of one another. Semester 2 and year 2 and 3 goals established based on baseline.
- Students write academic and artistic goals in the beginning of the year in advisory.
- 70% of students report meeting their established goals at the end of the year.
- 50% of arts teachers will be credentialed or in the process of earning their credential
- Avid/Standard based info from Katy
- Audition phase out support goals/metrics needed

Year 2:

- Artistic/Academic comparable GPA target met
- Students write academic and artistic goals in the beginning of the year in advisory. 80% of students report meeting their established goals at the end of the year.

- 75% of arts teachers will be credentialed or in the process of earning their credential
- 50% of teachers are collaborating to create unit plans with learning targets in academics and arts, spiraling in 6-12th grade
- Audition phase out support goals/metrics needed

Year 3:

- Artistic/Academic comparable GPA target met
- Students write academic and artistic goals in the beginning of the year in advisory. 80% of students report meeting their established goals at the end of the year.
- 90% of arts teachers will be credentialed or in the process of earning their credential
- Avid/Standard based info from Katy
- Audition phase out support goals/metrics needed

Resources:

Strategic Initiative Three: Student Agency and Graduate Success

OSA **graduates** will possess key characteristics that lead toward success after graduation. This includes artistic and academic preparation as well as engaging in the world in a manner that exhibits the OSA Way. OSA's **academic program** will provide students access, involvement, and ownership in their education. It will foster teacher training, collaboration, and embedded support to implement a diverse and inclusive curriculum that ensures college and career readiness for all learners.

- Strategic Actions, OSA will:
 - **Increase student awareness and ownership of their academic progress (A-G and diploma requirements, 4-year plan, college and career goals)**
 - **Implement widespread personalized support systems for students who aren't meeting their goals**
 - **Increase opportunities for student feedback on the OSA Academic and Arts programs, which will inform teaching practices and increase student self-advocacy**
 - **Provide more access to college and career experiences through their CTE program (the Arts)**
 - **Adopt AVID strategies that support a collaborative approach to data-driven instruction**
 - **Develop a culture that encourages regular student reflection on their learning and academic progress, and implement POLs (presentations of learning)**
 - **Teacher training**
 - **AVID (data-driven, cycle of inquiry, empowering student agency)**
 - **Student surveys**
 - **Adjusting instruction based on informal and formal assessment data**
 - **Culturally responsive teaching practices**

■ Measurable Goal(s)

- More students are A-G eligible
- Students and families are tracking their progress towards college and career goals by revisiting their 4-year plan and advocating for support when needed, including course choices, mastery of understanding their transcripts, and engagement with internship opportunities
- Implementation of Avid strategies
- Increase academic and arts opportunities that support college/career preparedness
- Students are aware of what it means to be an OSA grad
- Student culture data focus on student ownership, preparation, pride, identity

Year 1:

- 97% of seniors will graduate. 90% of students in need of credit recovery will have access to intervention courses and support before the start of senior year.

- 100% of high school students understand their opportunities are increased by earning A-G eligibility through Business of the Arts/Capstone and Advisory. Measured by?
- Academic counseling will present a series of push-in college and career lessons for the 11th grade
- Academic counseling will present 12 optional, online family college support workshops
- 90% of high school students and 70% of families are trained to analyze transcripts for A-G eligibility and tie it to their college and career goals
- 90% of students self-register for all high school courses and receive guidance from AC that ties into their 4-year plan
- 100% of Academic and Arts teachers receive PD on building surveys for course feedback
- 50% of teachers will use a student feedback survey
- Academic counseling designs Advisory lessons to increase academic awareness and to present information on college and career
- Pathway coordinator designs Advisory lessons to increase awareness of career pathways
- 100% of juniors will reflect on their learning progress and present their learning in their English classes
- Revise the OSA Graduate Profile, incorporating stakeholder feedback and aligning it with the OSA Way. By the end of the first year, all students have been introduced to the Graduate Profile.

Year 2:

- 97% of seniors will graduate. 95% of students in need of credit recovery will have access to intervention courses and support before the start of senior year.
- 100% of high school students understand their opportunities are increased by earning A-G eligibility through Business of the Arts/Capstone and Advisory
- Academic counseling will present a series of push-in college and career lessons for the 11th and 10th grade
- Academic counseling will present 12 optional online family college support workshops and increase participation by 20% over year 1 and offer some workshops in-person
- 90% of families are trained to analyze transcripts for A-G eligibility Students and families are trained to assess their transcripts for A-G eligibility and tie it to their college and career goals
- 100% of Academic and Arts teachers will continue to receive PD on building surveys for course feedback
- 80% of teachers will use a student feedback survey
- Academic counseling and the Pathway Coordinator will continue to expand college and career focused lessons in Advisory
- 95% of seniors will reflect on their academic and artistic growth and develop a presentation of learning that details at least 2 challenges they overcame in arts and academics, demonstrates their development of resilience and a growth mindset, and demonstrates their readiness for college and/or career using artifacts from both their academic and arts classes.
- OSA Graduate Profile aligned with the OSA Way is well established and integrated into college and career workshops and classes

Year 3:

- 99% of seniors will graduate. 100% of students in need of credit recovery will have access to intervention courses and support before the start of senior year.
- Academic counseling will present 12 optional family college support workshops and increase participation by 50% over year 1
- 100% of high school students continue to understand their opportunities are increased by earning A-G eligibility

- 100% of high school students and 90% of families are trained to analyze transcripts for A-G eligibility. Students and families are trained to assess their transcripts for A-G eligibility and tie it to their college and career goals.
- Academic counseling will continue to present a series of push-in college and career lessons for all 10th and 11th graders.
- 100% of Academic and Arts teachers will continue to receive PD on building surveys for course feedback.
- 100% of teachers will use a student feedback survey.
- 100% of seniors will reflect on their academic and artistic growth and develop a presentation of learning that details at least 2 challenges they overcame in arts and academics, demonstrates their development of resilience and a growth mindset, and demonstrates their readiness for college and/or career using artifacts from both their academic and arts classes.

The OSA Way: Graduate Profile: Starting Point

I Value Myself

- My thoughts, choices and actions will demonstrate self-reflection, resilience and a positive sense of self.
 - Student ownership of academic progress
 - Academic awareness
 - Identify as a leader
 - Formal demonstration on the value of my learning at OSA through a self-reflective Presentation of Learning

We Uplift our Diverse Community

- We understand that our differences are our strength and we approach all of our interactions with truthfulness, kindness, humility and compassion.
 - Alumni Network
 - What does college and career ready mean
 - Cultural competency and emotional intelligence

We Honor Space

- We are all active members of this community and aim to leave this space better than we found it. I commit to creating and protecting a safe collective environment which fosters care, pride and empathy.
 - Professionalism
 - Connection to community (Oakland)
 - Model for younger students

- Why graduate from OSA
- What's your purpose
- Advisory
-
- Identifying success after graduation and how it is different for each student
 -
 - Performance ready and art career ready are very different
- Are students "performance ready" in all areas like they are artistically
- Eligibility systems
 - How academics are either barrier or incentive to artistic involvement
- "An OSA graduate is _____"

- SWOT Analysis

Strategic Initiative Four: OSA Longevity and the Oakland Way:

We will demonstrate that OSA needs Oakland just as Oakland needs OSA. Our school's identity is rooted in the celebrated strengths of the Oakland identity and Oakland sees OSA as an integral aspect of the city's culture. The outline of OSA's financial sustainability will live within this initiative.

- Clear articulation of necessary community support and participation
 - Strategy for asking for what we need
- Student demographics and how they connect to Oakland
- Top of mind awareness. Arts in Oakland should automatically make one think of OSA
- Moving from visibility to presence
- Kinship identity
- Supporting Oakland students
- Perception of OSA in the community
 - How students represent OSA
 - How parents represent OSA
 - Neighbors
 - Ambassadors
- How parents represent OSA within, to Oakland, to OUSD
- Healthy partnership with OUSD
- Political - billboards, lease, relationship with elected officials
- Create "raving fans within the community"
- Partnerships and partnerships with community organizations
- Competitive with pay to maintain staff and faculty
- Areas of Focus
 - **Community engagement**
 - **Financial sustainability**
 - **Board development**
 - **Best of strategy**
- Measurable Goal(s)
 - Annual surplus
 - Multi-year comprehensive
 - 20 year OSA facility plan as target for fundraising
 - Board Development
 - Staggered terms
 - Board members meet needs of the school
 - Board members active in friend and fundraising
 - Technology
 - Percentage of annual budget dedicated to technology

Year 1:

Board

- Board composition of 6-8 board members with deep connections and relationships in the Oakland community. Establish board composition rubric.
- Initiate a Board 'give and get commitment' of \$5,000 per board member
- Build a robust board committee structure including advancement, finance, and governance.

- Improve engagement and collaboration with senior leadership and PTSA
- Increase board presence and visibility on campus, 1 visit per semester by each board member.
- Financial
 - Complete the 22-23 school year with a balanced budget
 - Rebuild purchasing processes with specific program codes to establish nuanced baseline budget by department
 - Revenue Generation
 - Build out Summer Academy 2023 with target net revenue of \$250,000
 - Research and build a plan for after-school programming for 2023 launch
 - Track all ticketing, merchandising and revenue generating programming centrally
 - Advancement
 - Strive for 75% family participation in Annual Fund school wide
 - Advancement goal of \$1.3M
 - Weekly advancement meetings focused on major donor strategies
 - Identify 5 larger institutional donors and develop ask strategies
 - Develop rubric for pursuing government grants
 - Identify and form relationships 5 community, business and Oakland government leaders
 - Assess Advancement infrastructure/staffing/funding for Year 2 and 3, i.e. FTE from 3 to 4 with focus on increased Major Donor focus and sustainable marketing program
 - Initiate discovery and building of an alumni program
- District Relationship
 - Bring Step It Up afterschool program to district sites
 - Communicate with the OUSD district office on all important matters
- Special Programs
 - Hire a Special Programs director responsible for Summer and Afterschool Programming
- Enrollment
 - Hit enrollment target of 780 students
 - Design clear strategy for 800 student enrollment for 23-24
 - Transition from auditions to full lottery with recruitment strategies that uphold artistic commitment from incoming students
- PTSA
 - Provide training to PTSA fundraising leads and sub-pathway leads in support of annual fund participation
 - Build infrastructure to identify and leverage PTSA community connections
 - Have an average of 150 parents attend the monthly arts meetings
- Preparing for Charter
 - Partner with and support other charter schools in their renewal process
 - Create strategic timeline for 2027 charter renewal
 - Identify OSA stakeholders who have influence over charter support and renewal

Year 2:

Board

- Board composition of 8-10 board members with deep connections and relationships in the Oakland community that meets the needs identified in composition rubric.
- Grow Board 'give and get commitment' of \$10,000 per board member
- Develop metrics for board committee progress and redesign as needed.
- Continued improvement of engagement and collaboration with senior leadership and PTSA
- Increase board presence and visibility on campus, 1 visit per semester by each board member.
- Financial
 - Complete the 23-24 school year with a surplus of \$100,000
 - Build budget for all programs based on established baseline from 22-23
 - Revenue Generation
 - Summer Academy 2023 target net revenue of \$300,000
 - Have Step It Up after school program on at least 5 OUSD sites
 - Increase revenue from ticket sales by 10% over 22-23 school year.
 - Advancement
 - Strive for 85% family participation in Annual Fund school wide
 - Advancement goal of \$1.5M
 - Continued weekly advancement meetings focused on major donor strategies
 - Grow to 10 larger institutional donors and develop ask strategies
 - Identify at least 3 new government grants that meet needs identified on the rubric
 - Grow relationships to 10 community, business and Oakland government leaders
 - Address Advancement investments in infrastructure/staffing with a focus on major donors, marketing, and alumni program support (grow FTE from 3 to 4)
 - Have a marketing budget
 - Initiate comprehensive / capital campaign discovery
- Enrollment
 - Hit enrollment target of 800 students
- PTSA
 - Continued training to PTSA fundraising leads and sub-pathway leads in support of annual fund participation
 - Build database for tracking community connections amongst the parent community.
 - Have an average of 200 parents attend the monthly arts meetings
- Preparing for Charter
 - Continue to partner with and support other charter schools in their renewal process
 - Track ongoing progress on timeline for 2027 charter renewal
 - Continue to partner with OSA stakeholders who have influence over charter support and renewal

Year 3:

Board

- Board composition of 8-10 board members with deep connections and relationships in the Oakland community that meets the needs identified in composition rubric.

- Grow Board 'give and get commitment' of \$15,000 per board member
- Assess board committee progress and redesign as needed.
- Continued improvement of engagement and collaboration with senior leadership and PTSA
- Board presence and visibility on campus, 1 visit per semester by each board member.
- Financial
 - Complete the 23-24 school year with a surplus of \$150,000
 - Revenue Generation
 - Summer Academy 2024 target net revenue of \$300,000
 - Have Step It Up after school program on at least 8 OUSD sites
 - Increase revenue from ticket sales by 10% over 23-24 school year
 - Advancement
 - Strive for 90% family participation in Annual Fund school wide
 - Advancement goal of \$X.XX M
 - Continued weekly advancement meetings focused on major donor strategies
 - Maintain 10 larger institutional donors and develop ask strategies
 - Identify at least 3 new government grants that meet needs identified on the rubric
 - Grow relationships to 10 community, business and Oakland government leaders
 - Adopt a plan/timeline for a comprehensive / capital campaign
 - Sustain an active alumni program focused on networking, communication, friend-raising, and fundraising
- Enrollment
 - Maintain enrollment target of 800 students
- PTSA
 - Continued training to PTSA fundraising leads and sub-pathway leads in support of annual fund participation
 - Maintain database for tracking community connections amongst the parent community.
 - Have an average of 250 parents attend the monthly arts meetings
- Preparing for Charter
 - Continue to partner with and support other charter schools in their renewal process
 - Track ongoing progress on timeline for 2027 charter renewal
 - Continue to partner with OSA stakeholders who have influence over charter support and renewal

■ SWOT Analysis

