Oakland School for the Arts
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	530 18th St. Oakland, CA , 94612-1512	**Principal:**	Mike Oz, Executive Director/Superintendent
Phone:	(510) 873-8800	**Grade Span:**	6-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mike Oz, Executive Director/Superintendent

 Principal, Oakland School for the Arts

Welcome to Oakland School for the Arts' School Accountability Report Card. Oakland School for the Arts balances an immersive arts environment with a comprehensive academic program and is developing a Career Technical Education Pathways curriculum. Students study one of several art forms called sub-pathways which they enter through a lottery process. Our school is proud to have made the shift from audition to lottery, giving preference to students from Oakland and Title 1 schools. Through a seven year 6-12 progression OSA students will be prepared to use their creativity in a wide range of fields and to be successful in many different endeavors. OSA inspires its students to find their individual voices through intensive study of the arts and a challenging academic program which focuses on critical thinking and analysis. Students graduate as creative, critical thinkers and community contributors. Graduates are prepared to excel in any field at the college or professional level, including specialized art schools.

About Our School

Contact

Oakland School for the Arts
530 18th St.
Oakland, CA 94612-1512

Phone: (510) 873-8800
Email: moz@oakarts.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Oakland Unified
Phone Number	(510) 879-8000
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2024–25)

School Name	Oakland School for the Arts
Street	530 18th St.
City, State, Zip	Oakland, CA , 94612-1512
Phone Number	(510) 873-8800
Principal	Mike Oz, Executive Director/Superintendent
Email Address	moz@oakarts.org
Website	www.oakarts.org
Grade Span	6-12
County-District-School (CDS) Code	01612593030772

School Description and Mission Statement (School Year 2024–25)

MISSION - Oakland School for the Arts prepares its graduates for college and career in their chosen field through specialized and innovative arts education, inspiring students to shape the world with their unique and powerful voices.

WHO WE ARE - OSA welcomes students from Oakland and beyond to our unique, vibrant, and diverse community of artists and activists. We are their second home, their place to explore who they are and who they want to be.
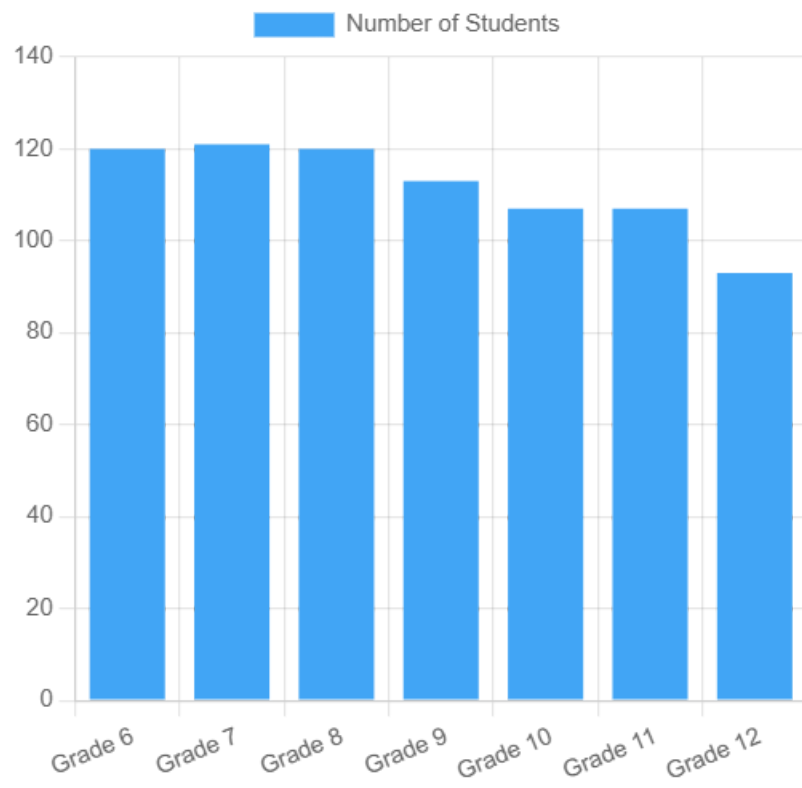
We are a public charter school located in the Uptown Oakland neighborhood and anchored in the historic Fox Theater Building. We opened our doors in 2002 and currently serve nearly 800 students in grades 6 to 12 with 114 staff members of which 74 are faculty members. Our arts faculty members are all professional, practicing artists deeply engaged in their respective artistic communities.

Our curriculum revolves around integration, both between academic subjects and with the arts, providing students unique opportunities for learning, expression, innovation, and personal growth. Each of our students select and study in one of 10 arts and career pathways: Digital Media, Fashion Design, Literary Arts, Production Design, Visual Art, Dance, Instrumental Music, Theater, Vocal Music, and Audio Production and Engineering.

OSA's budget and investment in our students is comparable to most other public schools in California with 83% from state and federal grants and contracts and 17%, from contributions for our innovative arts and academic education. This budget includes our providing free arts education in our 10 arts disciplines to OUSD students, grades 5 through 8, in Title 1 schools through our Step it Up Program.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	120
Grade 7	121
Grade 8	120
Grade 9	113
Grade 10	107
Grade 11	107
Grade 12	93
Total Enrollment	781

Student Enrollment by Student Group (School Year 2023–24)

Students with disabilities - 504's - 14% and IEP's - 14%

Student Group	Percent of Total Enrollment
Female	65.00%
Male	31.00%
Non-Binary	5.00%
American Indian or Alaska Native	0.01%
Asian	5.00%
Black or African American	22.00%
Filipino	0.01%
Hispanic or Latino	15.00%
Native Hawaiian or Pacific Islander	0.01%
Two or More Races	19.00%
White	32.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.01%
Foster Youth	0.01%
Homeless	0.01%
Migrant	0.00%
Socioeconomically Disavantaged	19.00%
Students with Disabilities	0.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Additionally, many of our arts teachers are currently pursuing their CTE credentials to comply with new CDE regulations.   Our academic teachers are nearly 100% credentialed.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	65.21%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.70	25.75%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.69%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	3.10	8.30%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	37.70	100.00%	2598.40	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Additionally, many of our arts teachers are currently pursuing their CTE credentials to comply with new CDE regulations.   Our academic teachers are nearly 100% credentialed.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.40	52.28%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	19.00	42.48%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	2.30	5.19%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	44.90	100.00%	2573.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Additionally, many of our arts teachers are currently pursuing their CTE credentials to comply with new CDE regulations.   Our academic teachers are nearly 100% credentialed.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	51.21%	1450.80	58.72%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	18.90	48.33%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	0.10	0.41%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	39.10	100.00%	2471.00	100.00%	277698	100%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	1.00	0
Misassignments	9.70	18.00	18.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	9.70	19.00	18.9

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.20	0.00	0
Total Out-of-Field Teachers	0.20	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	30.20%	52.3%	70.4%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	26.40%	22%	29.8%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**Our ELA department uses a novel-based language arts program that includes the following standards aligned and approved novels for each grade level. All students have access to all of the texts at the time of reading them in class. The school provides access to these materials to all students. For any items that are not directly listed on the SBE approved list, our department has vetted for quality and standards alignment. All of the book lists are current and re-approved for adoption as of 24-25 school year.** **6th Grade** **The Boy of the Painted Cave** **The Watsons Go to Birmingham, 1963** **The Giver Black Ships Before Troy** **Roll of Thunder, Hear My Cry** **One Crazy Summer** **Pacific Crossing** **Walk Two Moons** **The View from Saturday** **Red Scarf Girl** **7th Grade** **Shadow Spinner** **Look Both Ways** **The Ghost of the Tokaido Inn** **I am Malala** **Harriet Tubman: Conductor on the Underground Railway** **I am the Greatest (Muhammad Ali)** **Long Walk to Water** **Lyddie** **8th Grade** **The House on Mango Street** **The Diary of Anne Frank**	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	The Hate U Give	
	I Am Not Your Perfect Mexican Daughter Piecing Me Together	
	Picture Us in the Light	
	The Outsiders	
	?	
	In addition,Grades 6-8 use California Connections, Houghton Mifflin Harcourt, 2017	
	Grades 9-12 use a novel-based language arts program, including the following novels:	
	9th Grade	
	The Poet X	
	Romeo and Juliet	
	I Know Why the Caged Bird Sings	
	Kindred Binti	
	Akata Witch	
	Children of Blood and Bone	
	10th Grade:	
	Homegoing	
	Persepolis	
	The God of Small Things	
	Frankenstein	
	The Stranger	
	Woman Warrior	
	11th Grade	
	There, There	
	Their Eyes were Watching God	
	The Fire Next Time	
	Between the World and Me	
	The Bluest Eye	
	Invisible Man	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Native Son **On Earth We're Briefly Gorgeous** **12th Grade** **Things Fall Apart** **Metamorphosis** **Hamlet** **Beloved** **Designated EL Class uses 'Language Workshop Houghton Mifflin Harcourt Designated EL Development'**	
Mathematics	**All materials within our math department are on the list of SBE approved materials. The list below is a comprehensive list of what is used in each course. All students have access to either e-books or physical textbooks within their classes. All curricular materials are current and re-approved for adoption as of 24-25 school year.** **Math 6: Amplify Math Grade 6, Copyright 2023 (supplemented with an e-book of the same course)** **Math 7: Amplify Math Grade 7, Copyright 2023 (supplemented with an e-book of the same course)** **Math 8: Amplify Math Grade 8, Copyright 2023 (supplemented with an e-book of the same course)** **Algebra 1: Amplify Math Algebra 1, Copyright 2023 (supplemented with an e-book of the same course)** **Geometry: CPM** **Algebra 2: Illustrative Math, online curriculum. (supplemented with Flipped Math and Delta Math)** **Pre-Calculus: Flipped Math online curriculum (supplemented by Khan Academy and Delta Math)**	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science	**Our Science department uses a relevant, adaptive, NGSS-aligned curriculum from CK12 in both middle and high school science classes. CK-12 provides free and customizable K-12 open educational resources aligned to state curriculum standards, including CA standards. The CK-12 Foundation provides small, individual elements, rather than large textbooks. As of 2012, some 5,000 individual elements were available in various formats such as textual descriptions, video lectures, multi-media simulations, photo galleries, practical experiments or flash cards. Assessments are adaptive, allowing students to receive individual feedback on content and skills mastery.** **All OSA students have access to these materials at school and home via their personal chromebooks. CK12 has been re-approved for adoption for the 2024-25 school year.** **In addition to CK12, the following texts are used in high school science courses** **Biology: Biology (California: The Living Earth), 2020 by Miller & Levine, published by Prentice Hall.** **Physics: Physics in Motion, aligned with NGSS and published by PBS Education Chemistry: World of Chemistry published by McDougall Littell.** **Laboratory equipment for grades nine through twelve, inclusive, as appropriate. Biology: This course utilizes microscopes, slides, beakers, plants, UV lightbulbs, test tubes and various chemicals. All these materials are accessible to all students in all sections of Biology.** **Physics: Students in all sections of Physics have access to weights, springs, potential energy cars, digital and spring scales, circuit and electricity kits, prisms and a variety of building materials.** **Chemistry: Chemistry students use a variety of chemicals, bunsen burners, graduated cylinders, funnels, beakers, thermometers and a chemical fume hood to conduct laboratory experiments.**	0
History-Social Science	**Our Social Science department has adopted for grades 6-8 the following materials.** **6th: World History Ancient Civilizations, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018** **7th: Medieval World History, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018, 8th: US History American Stories Beginnings to WWI, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018**	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	All of these materials align to the SBE adopted materials and programs list and approved publishers. All students have access to these. The courses also use primary sources that are standards aligned and were chosen following SBE guidance. All students have access to these on their school provided chromebooks. Our high school program focuses more on using primary and secondary sources such as history texts, scholarly articles, videos, documentaries, interviews, and other relevant standards aligned materials curated and adapted by our credentialed Social Studies teachers. Examples of secondary sources include: National Library of Congress Pew Research Institute Smithsonian Museum Digital Public Library of America The New York Times The American Yawp: Open U.S. History Textbook, Stanford University Press Edition?	
Foreign Language	Our school currently offers Spanish as our foreign language. In 2024, the Spanish department adopted Encuentros, 2022, published by Vista Learning, from the SBE adopted materials list. The textbook is used across all 3 levels that we currently offer (Spanish I, II, III).	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Health	Health classes at OSA use a teacher-created curriculum that aligns to California state standards for high school health in the areas of mental health, physical health, addiction prevention, nutrition and decision making. For the units on sexual health and healthy relationship, our school uses the Health Connected curriculum, which the teachers have been trained in implementing. Health Connected aligns with California's Education Code and Health Content Standards and the National Sexuality Education Standards. This class became a required class for all 9th graders beginning in the school year of 2021-2022.	0
Visual and Performing Arts	Given that our school is an Arts, Media and Entertainment pathway school, we have 10 sub-pathways that are aligned to the relevant CTE standards in each area. OSA has developed CTE standards-aligned curriculum for each content area, utilizing texts and curricular materials that have been adopted in accordance with industry relevance. For example, in Visual Arts, our students use Drawing on the Right Side of the Brain By Betty Edwards and Notan and The Dark-Light Principle of Design by Dorr Bothwell and Marlys Mayfield. Our Theater Department purchases rights to and uses different plays with complex themes aligned to the CTE standards. The instructional materials for our other courses such as Instrumental music and vocal music consists of musical instruments and sheet music. The instruction is CTE-standards aligned and supported by these materials. These courses also rely on the use of video materials of industry leading and relevant artists to model for students mastery of the content. All of these materials are current and have been re-adopted as of the 24-25 school year. All students have access to all materials both at home and school.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The main building for OSA is the Fox Theatre building. The facility is safe, secure, clean and 100% functional. CS Team members are staffed in access control and campus patrol positions prior to, during and after daily programming has completed. All academic classrooms and specialized arts spaces are appropriate for the activity within them and receive regular care and cleaning by the Janitorial contractors and Facilities team members. OSA also operates an off-campus Theater Performance venue located at 1933 Broadway and an Instrumental Department training facility located at 1920 Telegraph Ave. OSA has recently acquired an outdoor space which will serve as a playground and P.E. training facility after construction is completed. OSA also utilizes public performance spaces for some of its productions, including The Fox Theater itself, a 2000-seat professional venue. There have been periodic issues with the main campus building roof leaking and the current owner has had a contract for repairs to begin since Q1-2021. These repairs have not taken place as of this report but roof repairs have been promptly conducted on an as needed basis. We have a full time Director of Facilities and Safety who oversees all building maintenance and improvements and ensures all standards are upheld. The year and month of the most recent FIT report is December 6th, 2024.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	**OSA suffers from periodic HVAC issues due to the original building construction. All repairs are promptly executed by a licensed HVAC contractor when discovered. OSA has not experienced any Gas leaks but all plumbing leaks including drain issues are immediately remedied by a licensed Plumbing contractor when detected/reported.**
Interior: Interior Surfaces	Good	**All interior wall surfaces within OSA Campus hallways, restrooms and classrooms are refreshed during every summer break session by the Facilities team. Graffiti and surface damage to walls are removed and or repaired immediately by members of the Facilities team when discovered.**
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	**Licensed/bonded janitorial contractors include a day porter and as a night shift crew cleaning all OSA campus interiors 5 days a week. A licensed pest control contractor also services all OSA campus buildings once per month.**
Electrical: Electrical	Good	**A licensed/bonded Electrical contractor immediately conducts repairs or replaces broken fixtures when they are discovered or reported.**
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	**All restrooms, water fountains, faucets, drains and garbage disposals are in good working condition. These items are inspected monthly and maintained by a licensed/bonded Plumbing Contractor.**
Safety: Fire Safety, Hazardous Materials	Good	**Safety drills have been conducted regularly during the 2024-2025 school year. This includes, Fire evacuation drills, Intruder Drills, Earthquake drills and most recently a Tsunami**

System Inspected	Rating	Repair Needed and Action Taken or Planned
		preparedness drill.
Structural: Structural Damage, Roofs	Fair	**The proposed roof project still has not been initiated but OSA has not suffered any structural or roof issues during the 2024-2025 school year to date.**
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	All windows, doors, gates and fences surrounding OSA's campus buildings are in good working condition.

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	62%	63%	34%	35%	46%	47%
Mathematics (grades 3-8 and 11)	37%	33%	26%	26%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	462	438	94.81%	5.19%	62.61%
Female	304	286	94.08%	5.92%	63.51%
Male	143	137	95.80%	4.20%	58.82%
American Indian or Alaska Native	--	--	--	--	--
Asian	25	22	88.00%	12.00%	68.18%
Black or African American	108	100	92.59%	7.41%	46.00%
Filipino	--	--	--	--	--
Hispanic or Latino	93	86	92.47%	7.53%	56.47%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	91	88	96.70%	3.30%	76.14%
White	137	135	98.54%	1.46%	70.90%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	134	123	91.79%	8.21%	42.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	57	51	89.47%	10.53%	20.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	462	423	93.72%	6.28%	32.56%
Female	304	283	93.09%	6.91%	31.45%
Male	143	136	95.10%	4.90%	35.29%
American Indian or Alaska Native	--	--	--	--	--
Asian	25	23	92.00%	8.00%	52.17%
Black or African American	108	99	91.67%	8.33%	12.12%
Filipino	--	--	--	--	--
Hispanic or Latino	93	84	90.32%	9.68%	29.76%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	91	86	94.51%	5.49%	43.02%
White	137	134	97.81%	2.19%	41.04%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	134	119	88.81%	11.19%	18.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	57	52	91.23%	8.77%	7.69%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	46.35%	48.43%	20.14%	19.30%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	314	288	91.72%	8.28%	48.43%
Female	202	189	93.56%	6.44%	43.62%
Male	104	91	87.50%	12.50%	58.24%
American Indian or Alaska Native	--	--	--	--	--
Asian	14	12	85.71%	14.29%	58.33%
Black or African American	63	58	92.06%	7.94%	31.03%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	76	68	89.47%	10.53%	47.06%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	61	96.83%	3.17%	55.00%
White	92	84	91.30%	8.70%	58.33%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	73	66	90.41%	9.59%	31.82%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	35	29	82.86%	17.14%	3.45%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

OSA has two pathways Performing Arts and Design, Visual and Media Arts, within those pathways all students participate in the following subpathways: Audio Production, Dance, Digital Media Art, Fashion Design, Literary Arts, Instrumental Music, Production Design, Theatre, Visual Arts, and Vocal Music.

Audio Production

CTE Studio Production I

CTE Studio Production II

CTE Studio Production III

Dance

Ballet I

Ballet I/II

Ballet III/IV

Contemporary Dance I/II

Contemporary Dance III/IV

Dance History

Digital Media Arts

Digital Media Concepts I

Digital Media Concepts II

Digital Media Concepts III

Fashion Design

Fashion and Costume Design

Fashion and Costume Design II

Fashion and Costume Design III

Literary Arts

Fiction Workshop

Poetry or Poetry Workshop

Senior Book

Instrumental Music

Chamber Music Strings I

Chamber Orchestra II

Chamber Woodwinds/Guitar III

Piano Program I

Piano Program II

Piano Program III

AP Music Theory

Jazz Ensemble I

Jazz Ensemble II

Jazz Ensemble III

Production Design

Theatre Production

Advance Theatre Production

Light Design

Sound Design

Theatre

Acting

Acting Theory I

Acting Theory II

Acting Theory III

Musical Theatre

Musical Theatre Dance I

Musical Theatre Dance II

Musical Theatre Dance III

Musical Theatre II

Musical Theatre III

Musical Theatre Voice

Musical Theatre Voice II/III

Playwriting

Playwriting II

Playwriting III

Screenwriting

Visual Arts

Aesthetics and Art History (A)

Aesthetics and Art History (B)

AP Art 2D Art and Design

Visual Arts I

Visual Arts II

Visual Arts III

Vocal Music

Concert Choir I

Concert Choir II

One Voice Ensemble

One Voice Ensemble II

Music Theory

Vocal Rush I

Vocal Rush II

CTE Advisory Board Members

Larry Baptist - Music Producer, Song writer, Musical Director for The Grammy Music Awards Show.

Mimi Chakarova - Film Production Company Owner, Filmmaker, Photojournalist for MSNBC, CBS, PBS.

Phil Green - Artist Manager, Entrepreneur.

Nick Vasallo - Professor, and Music Chair at Diablo Valley College.Composer, Musician, and Producer.

Tony Spires - Artist Manager, owner of Inspired Artist Management Company, Theatre/Film Producer, Television Screenplay & Playwright, Television Station Owner.

Tracy Cruz - Multi-award-winning R&B/Soul music artist. San Francisco Grammys Governing Chapter Member. Vocal Coach.

Shannon Price - Dean, Cilker School of Art + Design ·West Valley College,

Fashion and design curator, educator, and historian with The Metropolitan Museum of Art, Pratt Institute, and Parsons School of Design.

Dov Hassan - Professor, Theatre Chair, and Teacher at Chabot College, Actor, Instructor Cal Shakes

Levant Obulie - Screenwriter, Documentary Filmmaker, Live events producer.

Jarrin Tindell - The Reef Music Studio Owner, Music Producer/ Recording Engineer .

Ronnie Reddick - Dance Choreographer, Instructor at Stanford University .

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	274
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.50%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	77.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

OSA families can become involved in school activities in the following ways:

1. **The PTSA hosts monthly sidewalk coffees on Friday mornings where members of OSA leadership are present for casual conversation with parents.**

2. **The PTSA also hosts monthly meetings that feature educational programs, potluck dinners, and presentations from the Executive Director.**

3. **The PTSA coordinates monthly lunches for faculty and staff that parents participate in as well as additional teacher appreciation coffees and meals that rely on parent support.**

4. **The Family Newsletter is distributed weekly on Friday afternoons and contains a weekly message from the Executive Director along with upcoming events, opportunities for family involvement, opportunities for students, information on academic and college/career counseling, community celebrations, and more.**

5. **Parents also have opportunities to become involved in school performances, exhibits, and readings. Each arts pathway relies on parent volunteers to produce these events. Parents source set and costume materials; sell tickets, merchandise, and treats at events; provide meals for students; assist with marketing; and chaperone where appropriate.**

6. **Parents also support major fundraising events coordinated by the Advancement department by securing items for gift bags, creating materials, and helping to market the events.**

7. **Parent volunteers also serve as chaperones for field trips.**

Area for Parent Involvement	Contact	Contact Information
PTSA	Lilly Krenn, PTSA Liaison	lkrenn@oakarts.org, 510.207.5130
PTSA	Nick Cawthon, PTSA President	ncawthon@gmail.com 510.542.7364
PTSA Parent Pathway Liaison Coordinator	Marcie Gutierrez, PTSA Executive Vice President	marciearchitect@gmail.com 510.410.0073

Audio Production & Engineering	Anne McSilver	anne@mcsilver.net 510.381.4721
Dance	Nereida Moussa, Raynelle Rino, Alisha Goodbeer	nereidammoussa@gmail.com 408.623.0023 msraynelle@gmail.com 510.967.7870 alishagoodbeer123@gmail.com 510.470.2425
Fashion Design		
Instrumental Music	Harold Larrimore & Daniel Grisales	harold.larrimore@gmail.com 510.435.0401 dagrisales@gmail.com 415.370.8225
Literary Arts	Gillian Bowley & Marcie Gutierrez	geebow@gmail.com 415.515.0728 marciearchitect@gmail.com 510.410.0073
Media Arts		
Production Design	Rebecca Graham	rebeccalynng@gmail.com 510.852.0227
Theatre	Andrea McCoullough	andreammccullough@gmail.com 510.414.9405
Visual Arts	Nour Baghdady, Roshonda Parker & Caroline Haley	nour.dooley@gmail.com 510.813.4823 RoyalTouchlmt@yahoo.com 510.303.0526 caroline@312creative.com

		510.529.5759
Vocal Music		
Advancement	Lilly Krenn	lkrenn@oakarts.org
		510.207.5130
Weekly Newsletter	Lilly Krenn	lkrenn@oakarts.org
		510.207.5130

State Priority: Pupil Engagement

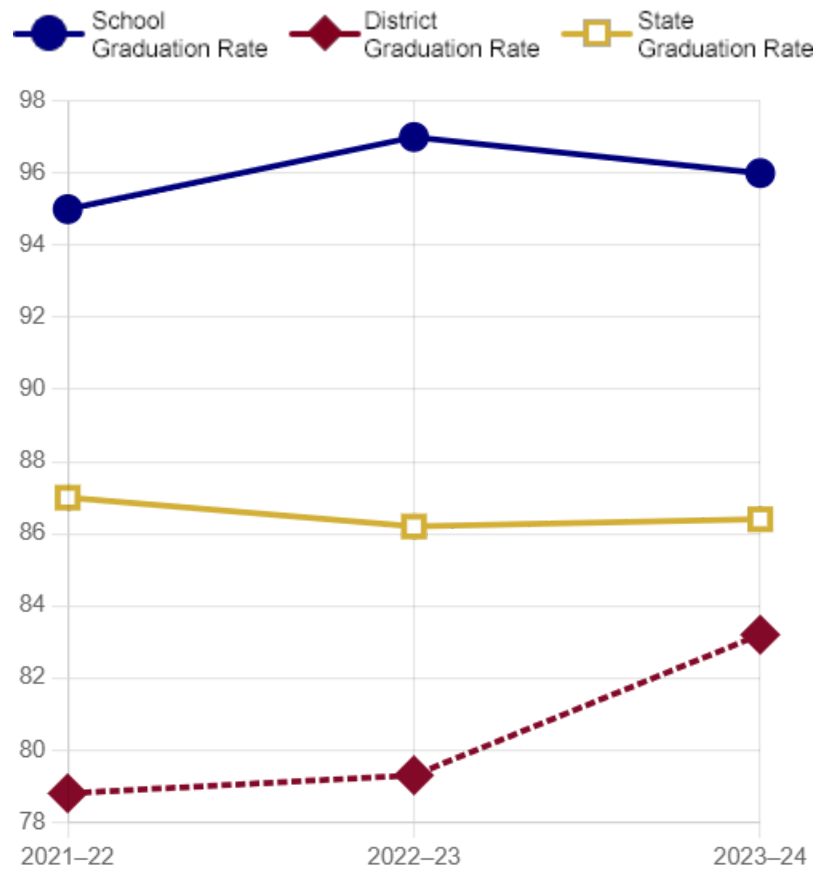The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	95%	97%	96%	78.8%	79.3%	83.2%	87%	86.2%	86.4%
Dropout Rate	5%	3%	4%	14.4%	11.7%	9.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Students with Disabilities Breakout

number of students in cohort: 504=18 and IEP = 10

Number od Cohort Graduates: 504=18 and IEP = 9

Cohort Graduation Rate: 504= 100% and IEP = 90%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	134	129	96%
Female	76	71	93%
Male	50	50	100%
Non-Binary	8	8	100%
American Indian or Alaska Native	0	0	0.00%
Asian	6	6	100%
Black or African American	31	27	87%
Filipino	3	3	100%
Hispanic or Latino	17	16	94%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	24	24	100.0%
White	53	53	100%
English Learners	0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Homeless	0	0	0%
Socioeconomically Disadvantaged	15	11	73%
Students Receiving Migrant Education Services	0	0	0.0%
Students with Disabilities			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	780		108	14%
Female	505		68	13%
Male	239		35	15%
Non-Binary	36		5	14%
American Indian or Alaska Native	6		1	16%
Asian	48		6	13%
Black or African American	174		32	18%
Filipino	4		1	25%
Hispanic or Latino	93		15	16%
Native Hawaiian or Pacific Islander	--	--	7	0%
Two or More Races	152	0	20	10%
White	268		26	10%
English Learners	6		0	0%
Foster Youth	3		0	0%
Homeless	--	0	--	--
Socioeconomically Disadvantaged	220		29	13%
Students Receiving Migrant Education Services	0	0	0	0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	105		3	2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	3.17%	3.60%	5.70%	3.92%	3.85%	4.10%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.08%	0.07%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.7%	0%
Female	6.0%	0%
Male	6.0%	0%
Non-Binary	5%	0%
American Indian or Alaska Native	0%	0%
Asian	2.5%	0%
Black or African American	15.0%	0%
Filipino	0%	0%
Hispanic or Latino	7.7%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	2%	0%
White	2.4%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	8.5%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

The OSA Comprehensive School Safety emergency plan is based on preparedness, response and prevention. The Safety Committee meets regularly to set dates for drills, review the Emergency Handbook and address safety issues that arise. If there is an immediate safety concern, a Catapult alert is initiated via an app which alerts the cellphones and laptops of the Safety Team and all employees. The Handbook was updated July 13, 2024 and discussed with employees prior to the start of school during Professional Development meetings and with mid-year hires at their orientation. Key areas are: preparedness/response - drills including evacuation of the buildings and lock downs; and prevention - maintaining a safe environment from a maintenance and access perspective. A qualified team of campus supervisors receive training regularly and ensure that students are safe and that the environment is orderly.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	28.00	1	18	0
Other**	23.00	9	12	3

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	28.00	1	15	0
Other**	23.00	8	11	2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	29.00	2	18	
Other**	17.00	5	22	4

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	40	11	1
Mathematics	24.00	13	15	1
Science	26.00	6	25	1
Social Science	24.00	11	22	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	16.00	27	12	0
Mathematics	23.00	13	15	2
Science	27.00	3	27	0
Social Science	22.00	11	20	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	36	12	0
Mathematics	22.00	15	12	2
Science	30.00	2	9	7
Social Science	25.00	12	25	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	381

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.80
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	4.00
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17348.00	$3959.00	$13389.00	$74412.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$10770.62	$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

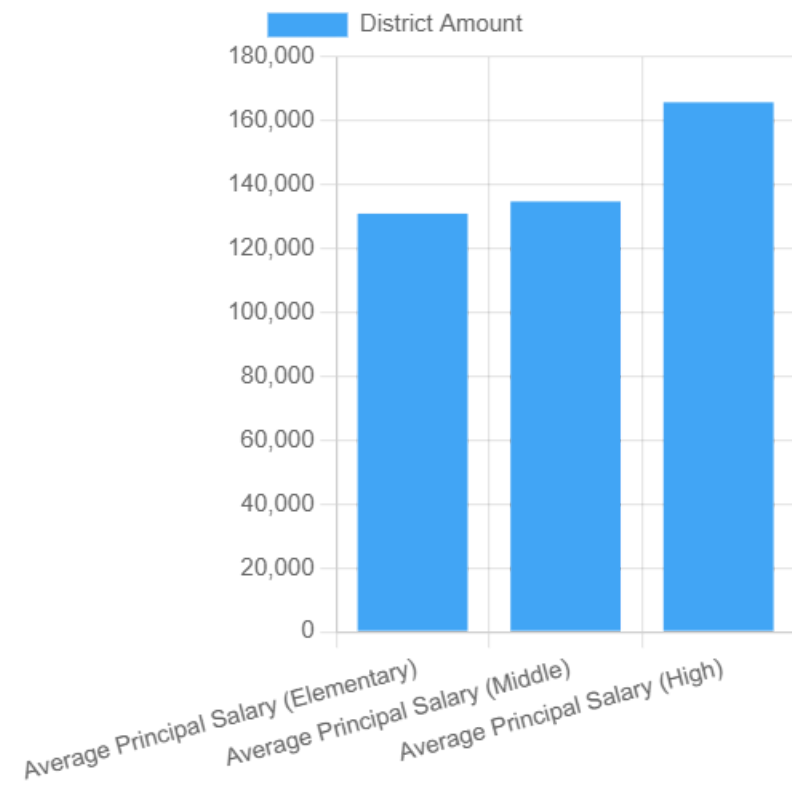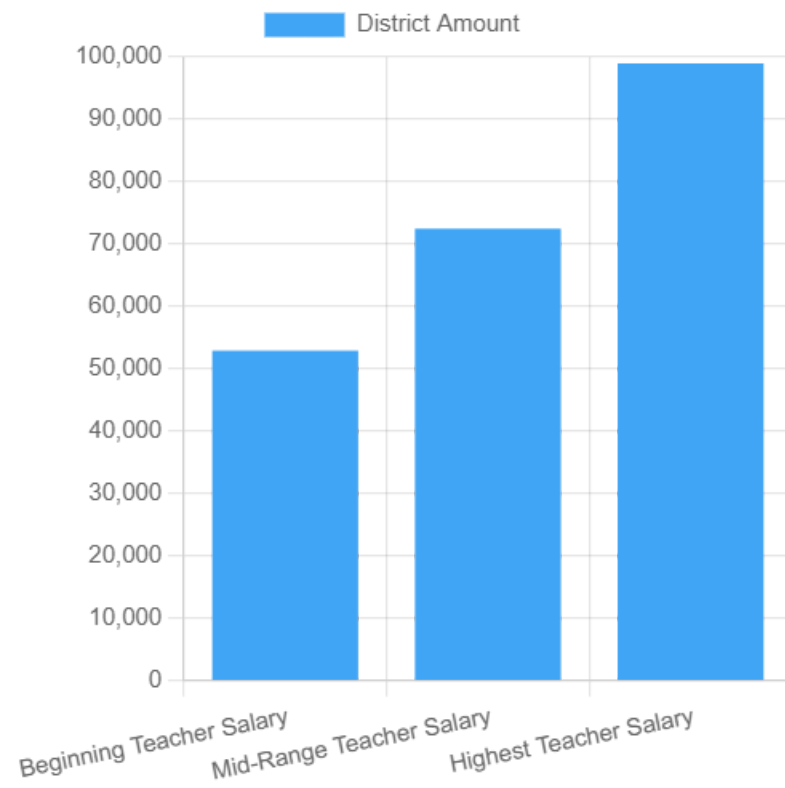**Types of Services Funded (Fiscal Year 2023–24)**

Oakland School for the Arts is a Linked Learning Pathway School. In addition to our existing college preparation, students will be gaining industry experience and feedback from targeted partnerships for their art focus. As a learning community, we are committed to unifying our instruction to bring an experience to students that is engaging and relevant to their future as dynamic global citizens and innovative critical thinkers. Our goal is to prepare students for higher education in the field of study of their choice, as well as give them the advantage of high-level training and experience which will enable them to enter apprenticeships or artistic positions as a working professional. OSA has an outstanding college-preparatory academic program, which meets the A-G requirements for University of California and California State University admissions. All students take English, History, Romance Language, Mathematics, Science and Social Science. Students concentrate on one area of art – Audio Production & Engineering, Dance, Fashion Design, Instrumental Music, Literary Arts, Media Arts, Production Design, Theatre, Vocal Music or Visual Art. Additionally we offer our Step It Up program, which supports enrollment efforts by bringing access to arts preparation to socio-economically challenged 5th grade students within the district to support their future success in OSA's high-paced artistic environment. OSA offers Student Support services that include the following staff: a Mental Health Counselor, a school psychologist, an Academic Head Counselor and a college and career counselor, a school psychologist, an intervention specialist, and several education specialists for our students with IEPs. The Student Support Team supports all students 6-12 through interventions such as wellness counseling, family outreach, academic support, and attendance. All students' arts and academic progress is reviewed weekly, and individualized support plans are created and monitored as needed. OSA has a full-time Arts Pathway Coordinator whose responsibilities continue to provide oversight of all arts pathways including Art and academic integration projects, CTE alignment/course development, link learning standards, teacher professional development, work-based learning initiatives, oversee Arts CTE Board, grants, Arts college, and community partnerships.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

The numbers in this section reflect those in our authorizing district, OUSD:

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52905.00	$56572.74
Mid-Range Teacher Salary	$72469.00	$87185.69
Highest Teacher Salary	$98980.00	$119664.66
Average Principal Salary (Elementary)	$130935.00	$148486.09
Average Principal Salary (Middle)	$134745.00	$154835.19
Average Principal Salary (High)	$165799.00	$170007.96
Superintendent Salary	$324939.00	$338699.13
Percent of Budget for Teacher Salaries	0.28%	31.41%
Percent of Budget for Administrative Salaries	0.08%	4.86%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Left chart — Teacher Salary (District Amount):
- Beginning Teacher Salary: ~53,000
- Mid-Range Teacher Salary: ~72,000
- Highest Teacher Salary: ~99,000

Right chart — Average Principal Salary (District Amount):
- Average Principal Salary (Elementary): ~131,000
- Average Principal Salary (Middle): ~134,000
- Average Principal Salary (High): ~165,000

Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0.05 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	1

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	40	43	46