Oakland School for the Arts
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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/.

2025-26 School Contact Information

School Name	Oakland School for the Arts
Street	530 18th St.
City, State, Zip	Oakland, CA, 94612
Phone Number	(510) 873-8800
Principal	Rachel Dalton
Email Address	info@oakarts.org
School Website	www.oakarts.org
Grade Span	6-12
County-District-School (CDS) Code	01 61259 3030772

2025-26 District Contact Information

District Name	Oakland School for the Arts
Phone Number	(510) 873-8800
Superintendent	Mike Oz
Email Address	moz@oakarts.org
District Website	www.oakarts.org

2025-26 School Description and Mission Statement

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 art pathways which they enter through an equity driven lottery process. 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. Graduates are prepared to excel in any field at the college or professional level, including specialized art schools.

Mission:

2025-26 School Description and 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.

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	124
Grade 7	119
Grade 8	121
Grade 9	123
Grade 10	116
Grade 11	113
Grade 12	112
Total Enrollment	828

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	65.5
Male	31.3
Non-Binary	3.3
American Indian or Alaska Native	0.5
Asian	5.1
Black or African American	25.8
Filipino	0.4
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	14.9
White	27.3
English Learners	0.7
Homeless	0.1
Socioeconomically Disadvantaged	29.3
Students with Disabilities	14.7

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.

2021-22 Teacher Preparation and Placement

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)	23.4	52.28	1583.5	61.54	234405.2	84
Intern Credential Holders Properly Assigned	0	0	148.9	5.79	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	19	42.48	719.9	27.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	75.3	2.93	11953.1	4.28
Unknown/Incomplete/NA	2.3	5.19	45.4	1.77	15831.9	5.67
Total Teaching Positions	44.9	100	2573.2	100	279044.8	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.

2022-23 Teacher Preparation and Placement

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	51.21	1450.8	58.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	121.9	4.93	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	18.9	48.33	782.2	31.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	49.1	1.99	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.41	66.9	2.71	14303.8	5.15
Total Teaching Positions	39.1	100	2471	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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)	37.06	64.	1316.4	52.77	230039.4	100
Intern Credential Holders Properly Assigned	1	2.	73.1	2.93	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	15.57	27.	988.5	39.63	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4	6.	62.8	2.52	12112.8	4.34
Unknown/Incomplete/NA			53.7	2.15	13705.8	4.91
Total Teaching Positions	57.63	100	2494.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1	0	0
Misassignments	19	18.9	15.57
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	20.00	18.9	15.57

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	52.3	70.4	69.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	22	29.8	41.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are aligned to the current content standards.

Year and month in which the data were collected	January 2021

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	California Collections, Houghton Mifflin Harcourt, 2017 Students also read and analyze 2-3 novels per year, listed by grade below. 6th Grade: The Watsons Go to Birmingham, 1963 by Christopher Paul Curtis The Giver by Lois Lowry Black Ships Before Troy by Rosemary Sutcliff Percy Jackson and the Lightning Thief by Rick Riordan New Kid by Jerry Craft 7th Grade: Look Both Ways, by Jason Reynolds Long Walk to Water, by Linda Sue Park Patient Zero, by Marilee Peters One Last Word, by Nikki Grimes Trash Vortex, by Danielle Smith-Llera 8th Grade: The House on Mango Street, by Sandra Cisneros The Hate U Give, by Angie Thomas The Outsiders, by S.E. Hinton 9th Grade: The Poet X, by Elizabeth Acevedo Literature Circles (Theme: Afrofuturism): Kindred, Octavia Butler Beasts Made of Night, byTochi Onyebuchi Akata Witch, by Nnedi Okorafor Children of Blood and Bone, by Tomi Adeyemi Binti, by Nnedi Okorafor Parable of the Sowers (graphic novel), by Octavia Butler	0.0 %

10th Grade:
Homegoing, Yaa Gyasi
Persepolis, Marjane Satrapi
Literature Circles (Theme: Latin American Literature)
In the Time of the Butterflies, Julia Alvarez
Bless me Ultima, Rudolfo Anaya
I'm Not Your Perfect Mexican Daughter, Erika L. Sánchez
Song of the Hummingbird, Graciela Limón

11th Grade:
Early American Texts/Foundational Documents
Transcendentalist Readings: Emerson and Thoreau (excerpts)
There, There, Tommy Orange
Their Eyes were Watching God, Zora Neale Hurston
The Fire Next Time, James Baldwin
Between the World and Me, Ta-Nehisi Coates
Parable of the Sower, Octavia Butler

12th Grade:
Metamorphosis, Franz Kafka
Things Fall Apart, Chinua Achebe

Our 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)	0.0 %
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 NGSS standards. The CK-12 Foundation provides small, individual elements, rather than large textbooks. Assessments are adaptive, allowing students to receive individual feedback on content and skills mastery. All middle school students have access to these materials via chromebook carts and printed materials. All middle school	0.0 %

	students are also offered a chromebook to be able to access the curriculum online at home. All high school students have access to these materials at school and home via their personal chromebooks. 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.	
History-Social Science	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 Our high school program for grades 9-12 uses teacher-collected and vetted 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 Additionally, subject-specific curriculum is listed for each HS Social Studies course below. Ethnic Studies, 9th grade: Digital Inquiry Group Zinn Education Project World History, 10th grade: Facing History Teaching Tolerance Teen Vogue Library of Congress U.S. History, 11th grade: The American Yawp: Open U.S. History Textbook, Stanford University Press Edition Government, 12th grade: Khan Academy American Government & Politics Videos Crash Course Government Videos Economics, 12th grade: Personal Finance Lab	0.0 %

	EPISD 2019-2020 Economics with Emphasis on the Free Enterprise System	CK-12 Foundation	
Foreign Language	We currently offer Spanish as our only 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] (Spanish I, II, III)	0.0 %
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 became a required class for all 9th graders beginning in the school year of 2021-2022.	0.0 %
Visual and Performing Arts	A range of materials and books to support our CTE-aligned programs.	0.0 %
Science Laboratory Equipment (grades 9-12)	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.	0.0 %

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. Academic classrooms and specialized arts spaces are appropriate for the activity within them and receive regular care and cleaning by the Janitorial and Facilities team.

OSA proudly operates a newly acquired off-campus art gallery located at #519 17th street as well as a newly renovated playground facility located at #1911 Telegraph ave. OSA also utilizes public performance spaces for some of its productions, including The Fox Theater itself, which is a 2000-seat professional venue.

School Facility Conditions and Planned Improvements

There have been periodic issues with the main campus location roof leaking and the City Of Oakland who owns the property has had a contract for repairs in place since Q1-2021.

We have a full time Director of Facilities and Safety who oversees all building maintenance and improvements and ensures all standards are upheld.

Year and month of the most recent FIT report	December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC needs to be updated to comply with COVID regulations and conversations are in progress with the property manager
Interior: Interior Surfaces	X			The interior is excellent. The Director of Facilities and Safety along with CS team members have re-painted all the common areas within the #530 18th street Main Campus building and our Sweet's Ballroom performance space each year during the Summer Break sessions.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No pest issues. We have contracted with Clark Pest Control services to mitigate any issues related to infestations of pests since 2019.
Electrical	X			Any electrical repairs and upgrades for all OSA campus locations have been conducted by Gill's Electric Co. This licensed electrical contractor has been ensuring OSA's campuses compliance remains updated since 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Any plumbing repairs and upgrades for all OSA campus locations have been conducted by Magic Plumbing INC Heating & Cooling. This licensed plumbing contractor has been ensuring OSA's campuses compliance remains updated since 2024.
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			Any roofing repairs or upgrades for all OSA campus locations have been conducted by Statewide Roofing Co. This licensed roofing contractor has been employed by our buildings Property Management company "CGI" and has been ensuring OSA's campuses compliance remains updated as well as leak free since 2018.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			OSA recently acquired a lot located at 1911 Telegraph ave which serves as a playground and outdoor lunch area for students. This facility houses a multi-use artificial turf field and covered picnic tables surrounded by a 8' tall chainlink fence for added security.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	63	62	35	35	47	48
Mathematics (grades 3-8 and 11)	33	34	26	27	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	478	451	94.35	5.65	61.64
Female	306	292	95.42	4.58	65.75
Male	157	145	92.36	7.64	53.79
American Indian or Alaska Native	--	--	--	--	--
Asian	24	20	83.33	16.67	75.00
Black or African American	122	114	93.44	6.56	41.23
Filipino	--	--	--	--	--
Hispanic or Latino	101	96	95.05	4.95	61.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	91	88	96.70	3.30	68.18
White	135	128	94.81	5.19	74.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	123	95.35	4.65	47.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	53	86.89	13.11	18.87

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	478	442	92.47	7.53	33.79
Female	306	289	94.44	5.56	31.83
Male	157	140	89.17	10.83	37.41
American Indian or Alaska Native	--	--	--	--	--
Asian	24	19	79.17	20.83	57.89
Black or African American	122	110	90.16	9.84	11.01
Filipino	--	--	--	--	--
Hispanic or Latino	101	96	95.05	4.95	21.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	91	87	95.60	4.40	44.83
White	135	125	92.59	7.41	52.80
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	119	92.25	7.75	17.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	51	83.61	16.39	9.80

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	48.43	44.9	19.3	20.06	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	225	223	99%	1%	39.9%
Female	146	145	99%	1%	
Male	70	69	98.5%	1.5%	
American Indian or Alaska Native	1	1	100%	0%	0%
Asian	13	13	100%	0%	76.9%
Black or African American	55	55	100%	0%	25.4%
Filipino	1	1	100%	0%	0%
Hispanic or Latino	39	38	97.4%	2.6%	23.6%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	45	35	77.7%	22.3%	48.5%
White	78	75	96.1%	3.9%	57.3%
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	83	73	87.95	12.05	26.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	8.11

2024-25 Career Technical Education Programs

CTE at OSA is within the Arts Media and Entertainment Pathway and includes 10 sub-pathways: Dance, Fashion Design, Instrumental Music, Literary Arts and Journalism, Media Arts, Production Design, Theatre, Visual Arts and Vocal Music. All of our CTE training is conducted at OSA, designed and delivered by working artists who have extensive experience in their fields. Course offerings within each sub-pathway are aligned to the Intro/Concentrator/Capstone model of CTE education and include career exploration, career preparation, and work-based learning. OSA is a Linked Learning school with Silver certification as of 2024-25.

CTE Advisory Board committee:
Larry Baptist - Music Production. Musical Director at Recording Academy / GRAMMYs.
Tracy Cruz - Vocal Music. Governor SF Chapter Recording Academy (The Grammys)
Phil Green - Business of the Arts. Entertainment Management
Dov Hassan - Theater Production. Theater Arts Department Chair at Chabot College
Levant Obulie - Film. Film Production / Live Events
Shannon Price - Fashion Design. Dean of the Cilker School of Art and Design.
Ronnie Reddick - Dance. Choreogopher / Dance Instructor at Stanford University
Tony Spires - Theatre. Live events production
Nick Vasalio - Music. Director of Music Industry Studies at Diablo Valley College

2024-25 Career Technical Education Programs

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	79.81

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 5	--	--	--	--	--
Grade 7	98	98	98	98	98
Grade 9	--	--	--	--	--

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.

2025-26 Opportunities for Parental Involvement

Parents have a large role in the life of OSA. OSA's PTSA (Parent Teacher Student Association) has over 300 members and a leadership board that includes parent representation for each of our 10 art pathways. Our Community Engagement Calendar shared at the beginning of the year offers dozens of opportunities for parents to connect with students, other parents, and school leadership. These events include Friday morning Sidewalk Coffees, monthly Uptown Stroll events in OSA's Uptown Art Park, Open House, Back to School Night, pathway meetings and others. Additionally, each of our 10 sub-pathways holds community building and informational parent meetings once per quarter and recruits Parent Pathway Leads to support Arts Chairs with performances and exhibitions. Our winter and spring performance calendars offer dozens of additional opportunities for our parent community to come together and support and celebrate the artistic achievements of our students.

Parents engage in policy discussions and generate ideas that have a large impact on the school especially in our recurring annual LCAP parent outreach cycle. OSA also sends out a school newsletter monthly to all families, as well as Quick Update newsletters for timely communications. ParentSquare is the platform we use to communicate with parents and how we send out a weekly newsletter to all families in their home language.

We also administer an annual school culture survey to parents once per year in the spring and the data helps us identify areas of growth which guides our allocation of resources in the following school year. Our annual parent survey from the 24-25 school year shows that over 90% of parents who responded find OSA staff and faculty and school administration helpful and welcoming. Over 80% of families report that other families are welcoming with 10% sharing "don't know/does not apply".

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3	4	5.3	11.7	9	14.3	8.2	8.9	8
Graduation Rate	97	96	92.1	79.3	83.2	78.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	114	105	92.1
Female	74	69	93.2
Male	37	33	89.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	28	27	96.4
Filipino	0	0	0.00
Hispanic or Latino	26	22	84.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	18	18	100.0
White	32	30	93.8
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	38	33	86.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	16	13	81.3

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 selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	869	844	2	0.2
Female	568	552	1	0.2
Male	265	258	1	0.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	41	41	0	0.0
Black or African American	226	223	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	190	181	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	148	146	1	0.7
White	251	242	1	0.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	284	276	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	131	128	1	0.8

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: 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.6	5.7	1.38	3.85	4.1	3.72	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0.07	0.05	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.38	0.00
Female	0.35	0.00
Male	3.77	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.88	0.00
Black or African American	1.77	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.40	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.05	0.00

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.

2025-26 School Safety Plan

OSA 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 August 4, 2020 and is routinely reviewed with employees prior to the start of school during Professional Development meetings and with mid-year hires at their orientation.

Key focus areas of the Comprehensive School Safety Plan are:
Preparedness for emergency responses, including earthquake, lock-down and fire drills and prevention
Maintenance of a safe, accessible, and comfortable learning environment

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	28	1	15	0
Other	23	8	11	2

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
6	29	2	18	
Other	17	5	22	4

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
6	15	40	16	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	27	12	0
Mathematics	23	13	15	2
Science	27	3	27	0
Social Science	22	11	20	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	36	12	0
Mathematics	22	15	12	2
Science	30	2	9	7
Social Science	25	12	25	0

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	17	1
Mathematics	23	8	16	1
Science	28	2	15	
Social Science	25	9	20	1

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	458.82

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	19,410	4,827	14,582	63,926
District	N/A	N/A	$17,045	$85,881
Percent Difference - School Site and District	N/A	N/A	-15.6	-29.3
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	26.7	-44.3

Fiscal Year 2024-25 Types of Services Funded

OSA receives daily attendance funding from the CDE and supplements that with internal fundraising that amounts to approximately 8% of the total budget, or $1.2 MM. This funds an extended school day and an enriched arts program. This also funds our Step It Up program, which is our diversity outreach program targeting Title One schools in Oakland. This program provides free after school art education for underserved students to support both their successful audition into OSA and their future success in our high-paced artistic environment.

OSA has Student Counseling services and a college counselor, as well as a school psychologist, 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. Additionally, OSA employs a full-time Pathway Director whose responsibilities include oversight of CTE alignment, sub-pathway development, work-based learning, teacher professional development and community partnerships.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,696	$60,863
Mid-Range Teacher Salary	$82,716	$93,575
Highest Teacher Salary	$109,878	$125,548
Average Principal Salary (Elementary)	$137,228	$157,645
Average Principal Salary (Middle)	$143,757	$165,341
Average Principal Salary (High)	$168,783	$182,580
Superintendent Salary	$342,804	$357,064
Percent of Budget for Teacher Salaries	25.55%	30.36%
Percent of Budget for Administrative Salaries	8.91%	4.88%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	24.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	1
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

The major areas of focus for staff development 2024-25:
Special Ed Inclusion Model
Artistic/Academic Integration
Improvement of standards-aligned planning and curriculum

Staff development takes place for 5 days in August prior to the start of the school year, on Wednesday afternoons throughout the school year, and during 2 student-free teacher work days in October and March. Trainings are provided by school administration, teaching staff, and outside consultants. Teachers are supported through this development by the Instructional Leadership Team, which includes the Principal, Assistant Principals, Director of Special Education and Director of CTE Pathways, through a combination of individual coaching, goal setting meetings, observations, and student performance data reporting.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	44	44	44