

**Board of Directors Meeting  
Oakland School for the Arts  
MINUTES**

**Tuesday, January 27, 2026  
5:00 p.m.**

**Oakland School for the Arts  
Dufwin Theater Building  
519 17<sup>th</sup> Avenue, 2<sup>nd</sup> Floor  
Oakland, CA. 94612**



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**Board of Directors Present:**

Safia Fasah, Chair  
Rick Armbrust  
Isaac Abid  
Phil Green

Aubra Levine, Treasurer  
Philip Milestone  
David Simmons, Secretary

**School Staff:**

Mike Oz, Executive Director  
Rachel Dalton, Principal

Steven Borg, Advancement & Marketing Director  
Tom Li, Human Resources Director

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**Board Meeting**

**January 27, 2026 @ 5:00 p.m. on the 2<sup>nd</sup> Floor  
OSA, Dufwin Theater Building, 519 17<sup>th</sup> Street, Oakland, CA**

Safia Fasah called the meeting to order and took the roll call. Safia welcomed Rick Armbrust to his first Board meeting.

Safia Fasah noted the *Meeting Norms and Land Acknowledgement* and encouraged board members to read them.

Safia Fasah called for public comment on non-agenda items. There were no public comments

The Student Council Report was delivered by Cole Chan and Liya Wanigatunga.  
There was no public comment  
Board members thanked the students for their presentation.

The Board of Students of Color Report was delivered by Ava Brooks and Jair Sanchez-Campbell.  
There was no public comment.  
Board members thanked the students for their presentation.

There was no COSATS Report.

Mike Oz provided an update on the Strategic Plan 2027-29 work and timeline in his Executive Directors Report. Meeting handouts attached.  
There was no public comment.  
The Board asked Mike questions about the process during Board discussion.

Rachel Dalton presented the School Accountability Report Card (SARC).  
There was no public comment  
The Board asked Rachel questions about the SARC during Board discussion.

It was moved and seconded to approve the SARC. The SARC was approved unanimously by Board members present.

Rachel Dalton presented the Mid-year Local Control and Accountability Report (LCAP) Update. Meeting handout attached.

There was no public comment

The Board asked Rachel questions about the SARC during Board discussion.

The Board then moved into CLOSED SESSION on the following agenda items:

**CONFERENCE WITH REAL PROPERTY NEGOTIATORS**

(Gov. Code Section 54956.8)

Property: 519 17<sup>th</sup> Street, Oakland, CA. 94612

Agency Negotiator: Mike Oz.

Negotiating Parties: Ladder Capital

Under Negotiation: Price and Terms of Payment

**CONFERENCE WITH LABOR NEGOTIATORS**

(Gov. Code § 54957.6)

Agency Designated Representative: Justin Sceva

Unrepresented Employee: Executive Director

**CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**

(Gov. Code section 54956.9(d)(1).)

Case Name Unspecified: (disclosure would jeopardize settlement negotiations)

The Board RETURN FROM CLOSED SESSION. Safia Fasah took the Roll call. All Board members were present. Safia Fasah indicated that there was nothing to report out.

Safia Fasah adjourn the meeting 7:30 pm.

OSA is fully ADA accessible. Anyone requesting accommodation should contact Steven Borg at [sborg@oakarts.org](mailto:sborg@oakarts.org) at least 72 hours prior to the meeting.

Members of the public may address the Board of Directors on any topic relevant to OSA. In order to hear from as many voices as possible, the Board Chair may institute a reasonable time limit for all speakers prior to the beginning of public comment. OSA reserves the right to limit the number of speakers. All listed times are approximate. Agendas and materials may be viewed at [www.oakarts.org](http://www.oakarts.org) or in the Dufwin Theater Building Entrance at 519 17<sup>th</sup> Street, Oakland, CA 94612 during normal school hours.

## Meeting Norms

- The Board recognizes the importance of all stakeholder voices at OSA. Collaboration and community are essential to the viability of our school.
- The purpose of this meeting is for our Board of Directors to meet with each other and conduct school business, as well as to receive input from the school staff and the community via public comment.
- Public comment may be made on topics that relate to the school. After hearing a report, members of the public have the opportunity to offer comments in a designated time prior to the Board discussion of that agenda item. Outside of public comment, members of the public are also welcome to observe the Board meeting.
- To protect student and employee privacy, please refrain from using the name or any information that could imply the identity of any student or employee.
- The Board Chair may institute a reasonable time limit for all speakers prior to the beginning of public comment. To be sure of hearing from a variety of people, minutes may not be transferred to other speakers.
- The Board cannot respond to public comment on non-agenda items. This does not mean that the Board is not listening.
- We strive to be a learning community that learns from each other. We are also a community comprised of people who care very deeply about the school. We recognize that all voices are not treated equally in our society but aim to value and respect all voices equally in this forum. We may have different idea of how to achieve goals, and we may feel passionately about our points of view. This needs to be a safe space for a variety of opinions. Finally, we address each other in a respectful manner to foster collaboration, build community, and to model good citizenship for our students.

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## Land Acknowledgement

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

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

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

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

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

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## **Strategic Plan 2027-29 Creation Process**

**Purpose** - Design our successor strategic plan to be ready for board approval at the June 2026 board meeting.

### **Considerations -**

- The plan will be implemented at the launch of 'OSA 25'
- We need our process to include opportunities for stakeholder feedback throughout
- We will dedicate all monthly ED Direct Report meetings to this work and will supplement with multi-hour blocks on student free days
- Aim to dedicate as little June work time to strategic planning as possible

### **Tentative Timeline**

August 21st

- Review and revise SP 24-26 year 3 metrics as a group
- Create a plan for team input before finalizing year 3 revisions and sharing with the board
- Have a 10 minute philosophical discussion about how the successor plan may look different from this one

September 25th

- Make final revisions to metrics on this year's plan
- Have a more in depth discussion about how the successor plan may look different

October 10th Student Free Day 1

- Decide on pillars for the new plan and divide into subgroups to work on details for each pillar

November 20th

- Continue pillar breakout work

December 18th

- Continue pillar breakout work

January Student Free Day 2

- Bring pillar breakout work to whole group for feedback, revise based on feedback
- Create and implement a stakeholder feedback process

February 19th

- Report back to group on stakeholder feedback

March Student Free Day 3

- Revise draft plan based on stakeholder feedback
- Share draft for feedback from employees, students, families, and community partners

April 16th

- Redesign plan based on 2nd round of stakeholder feedback

May 14th

- Format and finalize graphic design for plan to be shared with the board for feedback at the May board meeting

June

- Finalize the plan based on board feedback and seek board approval at the June meeting



## Strategic Planning Notes for Internal Feedback

Meeting Date: January 5, 2026

**Pillar 1 Goal:** Ensure staff, students, and families clearly understand what it means to be part of the OSA community, feel a strong sense of belonging, and share responsibility for the school's sustainability and reputation.

- Needed improvements
  - Midyear transfer onboarding - How do we include them to make sure they feel they belong?
  - Intentional programming around behavior/emotional regulation for incoming 6th grade students
  - Improve onboarding processes for staff - clear understanding of KPIs and expectations
  - Improve onboarding processes for students - they need to understand the OSA Way, curriculum, and classroom expectations
  - Having programming that always highlights our mission, values, and community guidelines are enforced
  
- Things to consider
  - *How are students and parents contributing towards advancement and fiscal sustainability* - this aligns more with pillar 3
  - Collective overview that aligns with JEDI principles, instead of mentioning definition
  - Make sure people *feel* JEDI principles - What does that mean? We want to make sure that it is implied, but doesn't take over the entire Pillar 1
  - How will we build community considering our students are from very different backgrounds
  
- How success will be measured
  - Onboarding surveys, parent surveys
  - Performance reviews/all job descriptions have clear KPIs
  - Data - student/staff retention, increased clubs and student events, decrease in fights/violent incidents, recruitment data, grad data



**Pillar 2 Goal:** Ensure equitable, rigorous, and culturally competent teaching and learning through aligned curriculum, assessment, professional development, and accountability.

- Needed improvements
  - Lack of consistent, aligned Scope & Sequence (S/S) across academic departments
  - Culturally Competent Pedagogy (CCP) not consistently embedded in curriculum or instruction
  - Insufficient training and accountability around supporting students with different learning needs
  - Grading practices that overemphasize points and homework rather than mastery and learning
  - Lack of common benchmarks across arts pathways
  - Inconsistent assessment practices for transfer students
  - Variability in classroom professionalism and culture of learning
  
- Things to consider:
  - Equity based grading building in ways to ensure all students pass/ have flexibility to re-take exams/ have a system of support.
  - Required reading:  
<https://www.amazon.com/Grading-Equity-Matters-Transform-Classrooms/dp/1506391575>
  - Assessment tools for transfer students - how do we make sure transfers are up to speed with skills
  - Create Videos for each pathway around curriculum and chairs and students speaking about what to expect that are geared toward incoming/ and transfer students
  - For pathways - how do we support students who are below their grade level with their skills, without putting them in classes with younger students
  - Peer artist educators - We need to make sure we implement that resource
  - Professional development in the classroom. Performance development - how do we make this equitable? We need different evaluations based on their roles.
  - “Culture of feedback”
  - Faculty leaders need to be aligned with standards, so teachers don’t try to get second opinions
  - Identify teacher leaders - stipend roles. 5 leaders per year.
  - Peer review would be better than leadership providing feedback. Peers can make the suggestions necessary for improvement
  - Instructional leadership team - people need to be vetted/not volunteers/ based on availability
  
- How success will be measured
  - Completion and alignment of Scope & Sequence documents by teacher, department, and pathway
  - Participation rates in CCP trainings and peer focus groups
  - Classroom observations aligned to CCP and culture-of-learning indicators
  - Improved outcomes for students with IEPs (academic progress, reduced gaps)
  - Staff and student survey data on classroom culture and learning environment
  - Reduced instructional inconsistencies and improved professionalism indicators



**Pillar 3 Goal:** Strengthen governance, financial sustainability, advancement, enrollment, and community partnerships to ensure OSA's long-term stability, growth, and impact.

- **Needed Improvement**
  - Demographics - how do we increase the Asian and Latin-x student population?
  - Having the lottery has improved diversity... In the past there has been better retention
  - We should reflect the demographics of Oakland and staff should reflect the student body
  - We should show the demographic timeline of how things have shifted. We are no longer a predominantly white school
  - More representation at local events/tabling
  - Continued focus on board composition and onboard/offboarding processes
  
- **Things to consider**
  - Creating clear opportunities for alumni giving, volunteering, and returning as professionals
  - Maintaining a high-functioning Board with 12–15 active members
  - Strengthening standing committees: Finance, Governance, Advancement, and Ad Hoc
  
- **How success will be measured**
  - Increased Alumni participation rates in events, mentorship, aftercare, and career programming
  - Alumni giving totals and participation rates
  - Annual Board fundraising totals (minimum \$200K give/get)
  - Tracking Board presence at campus events and performances
  - Completion and use of onboarding/offboarding processes
  - Annual operating surplus (target: ~\$500K by Year 3)
  - Total funds raised annually (>\$1.5M)
  - Growth in Annual Fund and institutional giving
  - Number of new major donors added annually
  - Total enrollment numbers and progress toward 1,000-student cap
  - Step It Up enrollment and conversion rates
  - Retention and yield data by demographic group
  - Annual facility rental revenue
  - Summer Academy and aftercare program revenue
  - Ticket sales and attendance at performances
  - Number of community events and festivals attended
  - Media mentions and brand recognition indicators
  - Strength and number of Oakland-based partnerships

JANUARY 27, 2026

# Mid-Year LCAP Update

## **LCAP GOAL #1: INCREASE STUDENT ACHIEVEMENT AS MEASURED BY AN INCREASE IN A-G COMPLETION AND CTE PATHWAY COMPLETION.**

### **A-G Completion:**

**23-24: 65% 24-25: 79%**

### **CTE Pathway Completion:**

**23-24: 77% 24-25: 91%**

### **Action Steps:**

- Ratio of highly qualified and appropriately assigned teachers has increased year over year
- Gradual progress on improving planning, curriculum and instruction in both Arts and Academics
  - Some implementation of skill-based grading rubrics in arts pathways
  - Student portfolios in all grades, in all pathways
  - Scope and sequence documents in all grades and content areas in academic classes
  - Curriculum audit in academic classes, will result in the adoption of new curriculum in MS English and Social Studies in 26-27
  - New math curriculum, too early to rate its effectiveness
- Significantly higher achievement on CAASPP vs. OUSD and CA
  - Continue to focus on improving math achievement
- Small group differentiation in 6th grade math to bridge gaps in numeracy skills of incoming 6th graders.
- Engagement of a private tutoring company to provide 1-1 and small group support to African American students in Algebra II.

## **LCAP GOAL #2: INCREASE STUDENT ENGAGEMENT AND WELLNESS THROUGH BEHAVIORAL INTERVENTIONS, SOCIAL EMOTIONAL SUPPORT, HIGH EXPECTATIONS FOR BEHAVIOR, AND IMPROVED ATTENDANCE.**

- New cell phone policy is increasing academic engagement and reducing social conflict, still some room for growth in HS
- Training on developing an inclusive and highly functional culture of learning
  - Consistent routines and behavior expectations
  - Clear learning objectives
  - Well-planned and sequenced lessons to engage students bell-to-bell
  - Developing learning partnerships with students to increase sense of belonging and buy-in
- Suspensions have decreased while maintaining high standards for behavior
  - Dec. 2023: 22 suspensions
  - Dec. 2024: 5 suspensions
  - Dec. 2025: 9 suspensions (3 of those for 1 severely autistic student exhibiting violent behavior)