



**College &  
Career for  
All Fund**  
Established by Measure N



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

# Oakland School for the Arts

2025-2026 Measure N and H  
Education Improvement Plan Presentation

Presented to Measures N and H Commission

April 14, 2025



## Overview of School

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### Mission

To prepare graduates for success in their chosen field through inclusive and innovative arts education, inspiring a diverse student body to shape the world with their unique and powerful voices.

### Vision

To give the world generations of innovative problem-solvers, creative thinkers, authentic leaders, and groundbreaking artists, all of whom contribute to the local and global communities, demonstrating the essential value of the arts in all that they do.

**OSA**  
Oakland School *for the Arts*





## Overview of School

**820 students**

**~350 students in middle school**

**~450 students in high school**

**77% of students are Oakland residents**

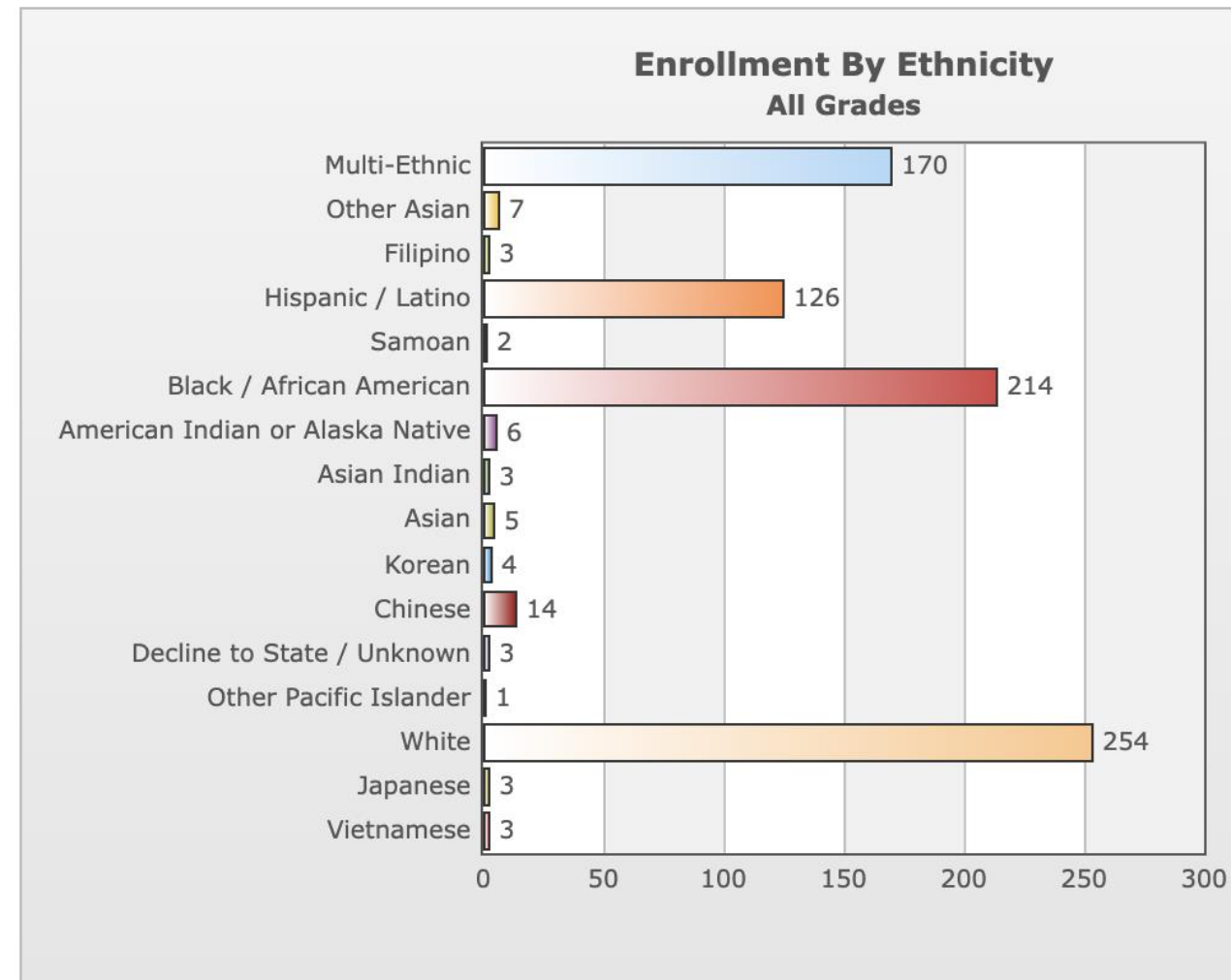
**~23% Free/Reduced lunch**

**31% male identifying students**

**64% female identifying students**

**5% non binary identifying students**

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## Overview of School

### Schoolwide Systems Supporting Pathway Quality Improvement

- Students assigned to Academic Support classes to improve A-G completion and graduation rates, especially our focal students.
- Establishment of separate sub pathway within Performing Arts: Audio Production and Engineering.
- Dual enrollment in Arts classes: Fashion Design and Theater in partnership with Peralta Colleges.
- Peer-to-Peer Educators, This work-based learning experience provides an opportunity for high school students to the learn the fundamentals of teaching arts education and explore the profession of artist educators.
- Increase in pathway specific internships

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## Overview of School

### Other highlights:

- High graduation rate of 97%
  - A-G completion increase from 65% to 79%
  - Post-secondary plan completion for 100% of seniors
  - 50% increase in CTE-credentialed instructors
- Added industry partners to increase master classes and internship opportunities
- Production of “Metamorphosis” in the Fox Theater, a result of multi-month collaboration representing all 10 sub-pathways in the design, production and performance

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## Our Pathway(s)

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- Design, Visual Arts, and Media Arts - Arts Media and Entertainment
- Performing Arts - Arts Media and Entertainment
- Enrollment by Pathway

| 24/25 Enrollment              | 9th | 10th | 11th | 12th | Enrollment Total |
|-------------------------------|-----|------|------|------|------------------|
| AP&E                          | 1   | 2    | 3    | 3    | 9                |
| Dance Sub Pathway             | 11  | 8    | 2    | 4    | 25               |
| Fashion Design Sub Pathway    | 7   | 2    | 5    | 6    | 20               |
| Instrumental Sub Pathway      | 16  | 13   | 17   | 18   | 64               |
| Literary Arts Sub Pathway     | 5   | 10   | 11   | 12   | 38               |
| Media Arts Sub Pathway        | 9   | 10   | 13   | 7    | 39               |
| Production Design Sub Pathway | 9   | 11   | 10   | 4    | 34               |
| Theatre Sub Pathway           | 20  | 22   | 15   | 20   | 77               |
| Visual Art Sub Pathway        | 23  | 23   | 21   | 24   | 91               |
| Vocal Sub Pathway             | 19  | 13   | 14   | 10   | 56               |
|                               |     |      |      |      |                  |
| Grade Total                   | 120 | 114  | 111  | 108  | 453              |

- Focal group - African American





## Pathway Name: Design, Media Arts, and Visual Arts

### Reflections on 2024-2025 so far

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**Internships/Apprenticeships:** The opportunity to apply classroom knowledge in real-world settings is beneficial for students, especially for our focal students.

**Peer Artist Educators:** Through this program our students have established themselves as critical thinkers and effective communicators, able to adapt in leadership roles amongst their peers. Students grow in confidence and seems to have a deeper understanding of all that goes into education; Peer educators will complete a survey that will help uncover program design flaws, areas of growth, and what works.

**Exhibitions:** At the end of 2023 we began talks around reimaging how education can incorporate student ownership and leadership. This action has taken on realistic components across all pathways. Our students are not only creating but they are now leading creative projects. This form of leadership is directly in line with our mastery-based learning and teaching; Our students have shown a greater ability to lead and work in teams, accept constructive feedback from their peers, and present ideas effectively.

**How do your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of your progress?** Through strategic planning of our Program of Study, Work-Based Learning Plan, and updating our Master Schedule, we have made measurable progress in expanding student opportunities. For example, the Young Men of Color Achievement course has successful outcomes in the areas of student attendance with 60% of students in that program demonstrating overall improvement in daily attendance. Our focal students feel confident and are now seeking goals of post secondary education. Through the peer artist-educators program, we are closing equity gaps. Our focal students who participate in this program now realize the possibility of having careers in education and are better prepared for college and career success. Moving forward, we remain committed to reviewing and updating these initiatives to ensure all students have access to a high-quality educational experience that prepares them for their future endeavors.



## Pathway Name: Performing Arts

### Reflections on 2024-2025 so far

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**Performances:** Over the 2024/25 year the performing arts students participated in a weekly live performance titled “Oakland Works Wednesdays.” This City of Oakland event took place during school hours, giving all performing arts students an opportunity to perform in an outside space in the heart of Oakland. This aligns with our whole school strategic action 2.

**Entrepreneurship:** The music entrepreneur course -- 1819 Records -- has proven to be one of the most effective project-based learning experiences. Students are exhibiting self-discipline, leadership, time management, and organizational skills.

**Peer Artist Educators:** Through this program our students have established themselves as critical thinkers and effective communicators; able to adapt in leadership roles amongst their peers. Students demonstrate greater self-confidence and seem to have a deeper understanding of all that goes into education. Peer educators will complete a survey that will help uncover program design flaws, areas of growth, and what works.

### **How do your Program of Study, Work-Based Learning Plan, and Master Schedule reflect evidence of your progress?**

Through strategic planning in our Program of Study and Work-Based Learning Plan, and updating our Master Schedule, we have made measurable progress in expanding student opportunities, for example, the Young Men of Color Achievement course has successful outcomes in the areas of student attendance with 60% of students in that program demonstrating overall improvement in daily attendance. Our focal students feel confident and are now seeking goals of post secondary education. Through the peer artist-educators program, we are closing equity gaps. Our focal students who participate in this program now realize the possibility of having careers in education and are better prepared for college and career success. Moving forward, we remain committed to reviewing and updating these initiatives to ensure all students have access to a high-quality educational experience that prepares them for their future endeavors.





**Pathway Name:**Design, Visual Arts, and Media Arts  
**Looking Ahead to 25-26**

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- We have plans to create an apprenticeship for our media arts pathway students through the arts, media, and entertainment program.
- We will implement a dual enrollment course production design students with the theatre production department at Chabot College, lead by our Art Advisory Board member who is the chair of Chabot's Theatre Production Department.
- Our Audio Production Chair will take a teacher training course with protocols which will allow him to train and certify our audio production and production design students.
- We are reviewing our master schedule in order to include more interdisciplinary collaboration opportunities.



## Pathway Name: Performing Arts

### Looking Ahead to 25-26

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- Expand the music entrepreneurship program industry partners so that the partners will give broader insight on how to grow the program.
- Implement a units on artist management and venue management, these units will serve as work-based learning experiences that will give the student-performers agency.
- Create room in the master schedule for an interdisciplinary collaboration course
- Develop a fully automated recording studio, which will allow further artist development
- Develop a television studio set: this will allow us to expand the broadcast classes beyond radio. This project-based learning opportunity will give all 10 sub-pathways an opportunity work together.





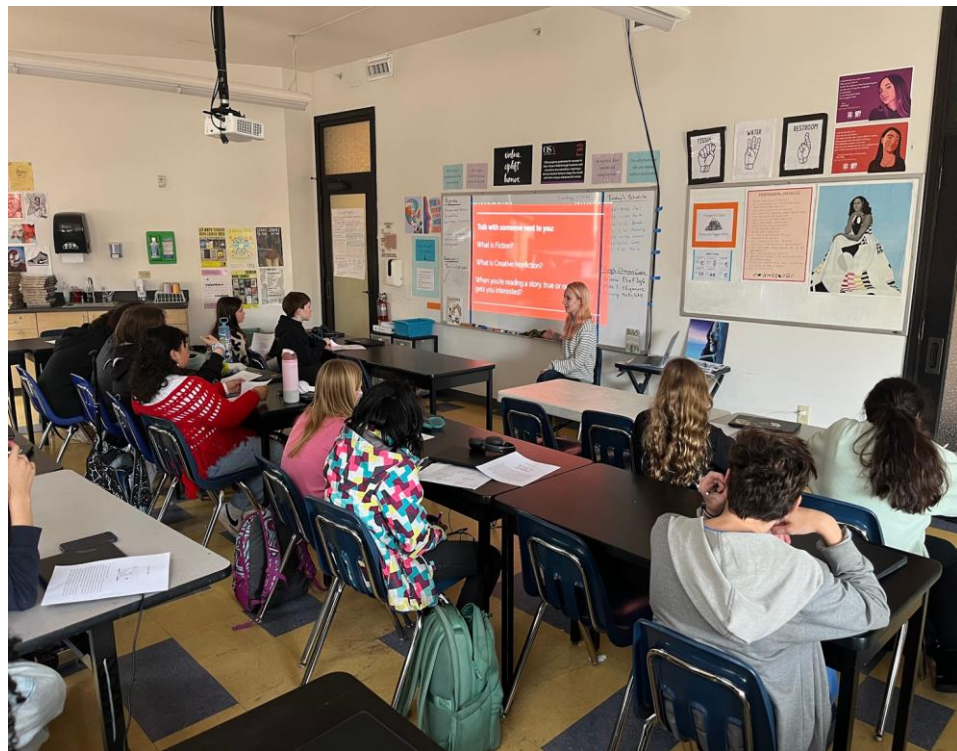
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Questions?

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# EVERY STUDENT THRIVES!







Thank You!

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[www.oakarts.org](http://www.oakarts.org)