

Orange County School of 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	Orange County School of the Arts
Street	1010 N. Main Street
City, State, Zip	Santa Ana, CA 92701
Phone Number	714-560-0900
Principal	Gregory Endelman, COO
Email Address	gregory.endelman@ocsarts.net
School Website	https://www.ocsarts.net/
Grade Span	7-12
County-District-School (CDS) Code	30 10306 3030723

2025-26 District Contact Information

District Name	Orange County Department of Education
Phone Number	714-966-4000
Superintendent	Dr. Stefan Bean
Email Address	sbean@ocde.us
District Website	https://ocde.us/

2025-26 School Description and Mission Statement

The nationally recognized Orange County School of the Arts (OCSA) provides a creative, challenging, and nurturing environment that offers bright and talented students unparalleled preparation for higher education and a profession in the arts. Founded in 1987, OCSA currently serves a diverse student body of over 2,400 gifted students in grades 7-12 from more than 100 cities throughout California. In addition to a college-preparatory academic program, OCSA offers pre-professional arts training in a variety of conservatories within the Schools of Applied Arts, Dance, Fine & Media Arts, Music, and Theatre. This innovative public charter school embraces and encourages artistic creativity and academic excellence, producing lifelong learners who matriculate to top tier colleges, universities, and conservatory programs. OCSA is accredited by the Western Association of Schools and Colleges (WASC).

2025-26 School Description and Mission Statement

We provide an unparalleled arts and academic education in a creative, challenging, and nurturing environment to a diverse student body passionate about the arts, preparing them to reach their highest potential. OCSA's core values include: Student growth and education comes first.

Commitment to excellence, innovation, professionalism, and integrity.

Commitment to fostering a nurturing environment of creativity, respect, and collaboration.

Commitment to life-long artistic and scholarly development.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	240
Grade 8	300
Grade 9	505
Grade 10	464
Grade 11	444
Grade 12	393
Total Enrollment	2,346

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	67.8
Male	31
Non-Binary	1.2
American Indian or Alaska Native	0.1
Asian	4.1
Black or African American	0.7
Filipino	2.6
Hispanic or Latino	21
Native Hawaiian or Pacific Islander	0.4
Two or More Races	10.1
White	23.6
English Learners	2.9
Foster Youth	0
Homeless	0.3
Socioeconomically Disadvantaged	15.9
Students with Disabilities	5.8

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)	102.4	75.55	432.3	71.15	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8.3	1.37	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.9	6.63	26.7	4.4	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.2	13.38	11953.1	4.28
Unknown/Incomplete/NA	24.1	17.82	58.9	9.7	15831.9	5.67
Total Teaching Positions	135.6	100	607.6	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)	106.1	80.29	444.8	72.15	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.3	1.52	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	21.8	16.49	47.2	7.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	75.7	12.29	11746.9	4.23
Unknown/Incomplete/NA	4.2	3.2	39.3	6.38	14303.8	5.15
Total Teaching Positions	132.1	100	616.5	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)	108.8	81.99	501	73.08	230039.4	100
Intern Credential Holders Properly Assigned	0.7	0.57	9	1.32	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	15.7	11.89	39.7	5.8	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	97	14.16	12112.8	4.34
Unknown/Incomplete/NA	7.3	5.54	38.6	5.64	13705.8	4.91
Total Teaching Positions	132.7	100	685.5	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			0
Misassignments			15.7
Vacant Positions			0
Total Teachers Without Credentials and Misassignments			15.7

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
Local Assignment Options			0
Total Out-of-Field Teachers			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)			47.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			0.3

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

Year and month in which the data were collected		August 2025
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	Home of the Brave (Applegate) The Outsiders (Hinton) They Called Us Enemy (Takei) Fahrenheit 451 (Bradbury) The Nickel Boys (Whitehead) Romeo & Juliet (Shakespeare) Persepolis (Satrapi) Interior Chinatown (Yu) The Road (McCarthy) Into Thin Air (Krakauer) The Brief Wondrous Life of Oscar Wao (Diaz) When Mr. Pirzada Came to Dine (Lahiri) World Literature (Holt/Rinehart)	0
Mathematics	Core Connections 2 (CPM) Core Connections 3 (CPM) Core Connections Integrated 1 (CPM) Core Connections Integrated 2 (CPM) Core Connections Integrated 3 (CPM) A Graphical Approach to Pre-Calculus with Limits (Pearson) AP Calculus: Graphical, Numerical, Algebraic, 5th edition (Pearson) Financial Algebra: Advanced Algebra with Financial Applications (Cengage) Stats: Modeling the World, 4th edition (Pearson)	0
Science	CA Inspire Biology (McGraw Hill) Environmental Science: A Global Concern, 12th edition (McGraw Hill) World of Chemistry (McDougal Littell) Chemistry (Prentice Hall) Physics (Holt/Rinehart) Understanding Anatomy & Physiology, 9th edition (McGraw Hill) Animal Diversity (Glencoe / McGraw Hill)	0

	Biology, 10th edition (Pearson) Environmental Science: for the AP Course (BFW) Chemistry (Cengage) Physics AP Edition, 3rd edition (Prentice Hall)	
History-Social Science	National Geographic World History: Medieval and Early Modern Times (Cengage) National Geographic US History: American Stories, Beginnings to World War I (Cengage) World History: The Modern World, CA edition (Prentice Hall) Ways of the World for AP, 2nd edition (Bedford / St. Martin's) The Americans: Reconstruction to the 21st Century (McDougal Littell) AP American History (McGraw Hill) American Democracy Now, 4th edition (McGraw Hill) American Government: Institutions and Policies (Cengage) Economics Principles in Action, CA edition (Prentice Hall) Macroeconomics for the AP Course, 4th edition (BFW Publishers)	0
Foreign Language	Teacher-created curriculum	0
Health	Health (Prentice Hall)	0
Visual and Performing Arts	Gardner's Art Through the Ages: A Global History, 15th edition (Cengage)	0
Science Laboratory Equipment (grades 9-12)	Electric scales (74) Triple beam balances (15) Graduated cylinders (305) Beakers (335) Petri dishes (498) Pipettes (389) Goggles (249) Lab aprons (55) Microscopes (112) Dissecting trays (85) Scalpels (71) Dissection forceps (106) Thermometers (133)	0

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report		November 2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			2 lights inoperable, string lights with extension cord hanging from ceiling, wiring exposed on lobby corridor exit sign; all deficiencies corrected by OCSA maintenance
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			2 exit signs inoperable; corrected by OCSA maintenance
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	84	84	52	53	47	48
Mathematics (grades 3-8 and 11)	74	70	40	42	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	974	948	97.33	2.67	83.69
Female	667	653	97.90	2.10	83.90
Male	299	287	95.99	4.01	83.10
American Indian or Alaska Native	--	--	--	--	--
Asian	391	386	98.72	1.28	87.01
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	95.45
Hispanic or Latino	215	209	97.21	2.79	73.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	100	95	95.00	5.00	83.16

White	233	223	95.71	4.29	87.73
English Learners	29	28	96.55	3.45	28.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	162	159	98.15	1.85	73.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	51	87.93	12.07	51.06

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	974	946	97.13	2.87	69.89
Female	667	652	97.75	2.25	69.55
Male	299	286	95.65	4.35	70.88
American Indian or Alaska Native	--	--	--	--	--
Asian	391	385	98.47	1.53	87.93
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	68.18
Hispanic or Latino	215	207	96.28	3.72	45.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	100	95	95.00	5.00	75.79
White	233	224	96.14	3.86	60.71
English Learners	29	28	96.55	3.45	42.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	162	159	98.15	1.85	61.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	49	84.48	15.52	26.53

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)	66.07	65.49	12.12	10.36	30.73	32.52

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	1157	1120	96.80	3.20	66.49
Female	778	748	96.14	3.86	64.61
Male	365	359	98.36	1.64	70.31
American Indian or Alaska Native	--	--	--	--	--
Asian	460	449	97.61	2.39	75.00
Black or African American	11	10	90.91	9.09	--
Filipino	31	31	100.00	0.00	77.42
Hispanic or Latino	236	228	96.61	3.39	47.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	135	130	96.30	3.70	64.34
White	280	268	95.71	4.29	69.55
English Learners	25	23	92.00	8.00	13.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	194	185	95.36	4.64	50.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	57	89.06	10.94	32.14

2024-25 Career Technical Education Programs

As part of OCSA's arts conservatory curriculum, all students take CTE classes in one of the following three CTE Industry Sectors (specific pathways, with corresponding conservatories in parentheses, are listed below each Industry Sector):

Arts, Media, and Entertainment:

Design, Visual, & Media Arts (Arts & Enterprise, Creative Writing, Design & Media, Visual Arts)

Game Design & Integration (Design & Media)

Performing Arts (Acting, Ballet & Contemporary Dance, Ballet Folklorico Dance, Ballroom Dance, Classical Voice, Commercial Dance, Instrumental Music, Integrated Arts, Musical Theatre, Popular Music)

Production & Managerial Arts (Film & Television, Production & Design)

Marketing, Sales, and Service:

Entrepreneurship / Self Employment (Arts & Enterprise)

Marketing (Arts & Enterprise)

Hospitality, Tourism, and Recreation:

Food Science, Dietetics, & Nutrition (Culinary Arts & Hospitality)

Food Service & Hospitality (Culinary Arts & Hospitality)

Hospitality, Tourism, & Recreation (Culinary Arts & Hospitality)

2024-25 Career Technical Education Programs

Students also have opportunities to complete several pathways within these Industry Sectors, depending on the conservatory curriculum. All OCSA conservatory class offerings are Career Technical Education classes, and over 90% of OCSA's graduating class has completed at least one CTE pathway. The CTE program sequence is offered through OCSA, not a regional occupational center. Each of OCSA 20 arts programs has an advisory board comprised of professionals working in the industry, who advise on curriculum and programming.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2336
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.5
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	87.89

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	94	96	96	96	96
Grade 9	93	94	94	94	94

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

People Supporting OCSA (PSO): People Supporting OCSA (PSO) is a vital community of volunteers who support Orange County School of the Arts. Many of us are parents, but we are also grandparents, alumni, and other members of OCSA's ecosystem. The PSO supports OCSA in a myriad of ways, including organizing teachers/staff appreciation events, coordinating new student/parent welcome receptions, scheduling parent education presentations, coordinating volunteer opportunities, and fulfilling any needs OCSA asks of us! In addition to facilitating volunteerism, the PSO provides a forum through which parents can learn from the experiences of other parents, engage with school leaders on issues and policies important to all of us, and make friends across our diverse community. To learn more, contact us at psa@ocsarts.net.

Parent Arts Councils (PACs): PACs are conservatory-specific parent volunteer groups that support students through fundraising, event planning, volunteering at productions, and otherwise supporting the artistic operations and financial health of the conservatory. Parents interested in getting involved can contact their child's conservatory director.

English Learner Advisory Committee (ELAC): The ELAC serves to advise OCSA faculty and staff on programs and services for English Learners, facilitate communications between school staff and parents, and actively involve and support parents of English Learners. Parents interested in getting involved can contact Shelley Stanphill, Learning Specialist, at shelley.stanphill@ocsarts.net.

Encore: Encore is a membership group for current and alumni families to meet, socialize, and receive exclusive benefits. When you join Encore, you become part of a close-knit community that focuses on having fun and staying connected while supporting the talented students of Orange County School of the Arts (OCSA). Encore members receive exciting benefits designed to deliver the ultimate "OCSA Experience," including private receptions throughout the year, premier ticketing to select performances, invitations to exclusive adults-in-the-arts classes, and much more! Proceeds raised from Encore memberships go directly toward the funding of schoolwide initiatives. To learn more, contact Katie Perry Page, Development Manager, at katie.page@ocsarts.net.

Additionally, parents can get involved in supporting college/career readiness programming by volunteering their time and professional expertise at OCSA's College Fair, Career Expo, and/or Mentorship Program. Parents interested in volunteering at the College Fair or Career Expo can contact Student Services at student.services@ocsarts.net; parents interested in volunteering as a professional mentor can contact Karen Rymar, Director of Arts Enrichment, at karen.rymar@ocsarts.net.

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	0.3	0.5	1.3	13.8	18	15.1	8.2	8.9	8
Graduation Rate	99.5	99.2	98.7	62.7	60.7	67.5	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	392	387	98.7
Female	270	268	99.3
Male	117	115	98.3
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	142	140	98.6
Black or African American	--	--	--
Filipino	12	12	100.0
Hispanic or Latino	85	84	98.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	35	35	100.0
White	102	102	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	85	83	97.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	25	96.2

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	2369	2354	298	12.7
Female	1609	1598	210	13.1
Male	733	729	77	10.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	974	965	82	8.5
Black or African American	17	17	5	29.4
Filipino	62	62	7	11.3
Hispanic or Latino	496	495	75	15.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	238	237	28	11.8
White	559	555	96	17.3
English Learners	69	68	8	11.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	433	431	83	19.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	158	155	45	29.0

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.

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
1.49	1.26	1.01	1.63	1.42	0.85	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	0.04	0	0.01	0.01	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	1.01	0.04
Female	0.50	0.00
Male	2.18	0.14
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.21	0.00
Black or African American	5.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.02	0.20
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.26	0.00
White	1.43	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.39	0.23
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.53	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

OCSA's Comprehensive School Safety Plan (CSSP), developed within the school's safety committee which meets approximately 4 times a year, was approved at the June 25, 2025 Board of Trustees meeting. OCSA's safety committee includes staff, faculty, and law enforcement, and the plan is also reviewed with student leaders. The CSSP includes:

- Annual Safety Goals
- Emergency Procedures Manual
- Description of Student, Staff, and Parent Safety Trainings
- Description of Notices
- Adaptations for Students with Disabilities in the Disaster Procedures
- Opioid Prevention and Life-Saving Response Procedures
- Instructional Continuity Plan
- Mandated Policies and Procedures around Child Abuse Reporting, Suspension, Expulsion, Staff Notification of Dangerous Students, Dress Code, and Student Behavior

Staff training on this safety plan was last provided on August 11, 2025; the plan was last reviewed by OCSA's Safety Committee on January 23, 2026.

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	30	2	69	6
Mathematics	29	5	69	7
Science	28	10	60	2
Social Science	29	2	68	5

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	29	4	70	5
Mathematics	30	5	54	22
Science	29	4	60	6
Social Science	30	2	66	7

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	32	2	60	18
Mathematics	32	2	62	19
Science	31	1	47	13
Social Science	30		67	8

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	457.6

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)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	1.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6.2

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	\$20,973	\$2,562	\$18,366	\$105,907
District	N/A	N/A	N/A	N/A
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	\$101,084
Percent Difference - School Site and State	N/A	N/A	48.9	4.7

Fiscal Year 2024-25 Types of Services Funded

General Education Mental Health Supports: The OCSA Student Services team includes six full-time academic counselors - one for middle school, five for high school - who provide general Tier 1 social/emotional support. The Serenity Center, which opened in 2023, provides a quiet space for all students to access as needed to self-regulate; several calming activities, including coloring books, yoga mats, guided meditations, zen gardens, and aromatherapy, are available in this space. OCSA also started a partnership with Cal State Fullerton to bring clinical mental health trainees - who are seeking practicum hours towards their therapy licenses - to provide both individual and group services to students at OCSA based on student interest and counselor referral. Proactive community-building programming - namely the Jumpstart program for new students and the Freshman Retreat for 9th graders - provide students with additional guidance on building community, healthy relationships, and school/life balance.

General Education Academic Supports: OCSA offers a daily 25-minute Office Hours period during which students can access additional academic support from their teachers; students who earn a D/F on a progress report are mandated to attend Office Hours for teacher-led intervention. Students who are struggling in a particular subject can be paired with a peer tutor for one-on-one support during Office Hours. English Learners have access to a specialized support class, English for Emergent Bilinguals, which is taught by a credentialed World Language teacher. The Student Study Team (SST) program convenes interdisciplinary teams of teachers, staff, students, and families to provide more intensive support for individual students.

College/Career/Artistic Supports: OCSA holds an annual College Fair (in the fall) and Career Expo (in the spring) on campus to support students in exploring their post-secondary options. The Mentorship program connects OCSA students with working professionals, and several conservatories include an internship program to provide students with practical experience in the workplace. The Master Artist Series brings high-profile visiting artists to OCSA for residencies, master classes, and performances. OCSA's Artist Scholar Sponsorship Program supports economically disadvantaged students who attend OCSA by funding the arts conservatory portion of their school day and ensuring they have access to technology, school supplies, yearbooks, and more.

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		\$59,531
Mid-Range Teacher Salary		\$95,178
Highest Teacher Salary		\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)		\$163,784
Superintendent Salary		\$227,673
Percent of Budget for Teacher Salaries		26.91
Percent of Budget for Administrative Salaries		5.63

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	61.8
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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	3
English	18
Fine and Performing Arts	8
Foreign Language	4
Mathematics	12
Science	15
Social Science	35
Total AP Courses Offered Where there are student course enrollments of at least one student.	99

Professional Development

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	3	3	3