

Oakland School for the Arts

2020-21 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Mike Oz
Email Address	info@oakarts.org
School Website	www.oakarts.org
County-District-School (CDS) Code	01 61259 3030772

2021-22 District Contact Information

District Name	Oakland School for the Arts
Phone Number	(510) 873-8800
Superintendent	Lisa Sherman-Colt
Email Address	info@oakarts.org
District Website Address	www.oakarts.org

2021-22 School Overview

Oakland School for the Arts balances an immersive arts environment with a comprehensive academic program and is developing a Career Technical Education Pathways curriculum. Students study one of several art forms which they enter through an audition process, which will gradually be phased out over the coming years. 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. The school restarted in-person learning for the 2021-22 school year and is closely monitoring student achievement, potential learning loss, COVID safety, and mental health. Students graduate as creative, critical thinkers and community contributors. Graduates are prepared to excel in any field at the college or professional level, including specialized art schools. Our teachers are organized into a labor union known as COSATS/CTA/NEA (The Coalition of Oakland School for the Arts Teachers and Staff) which is affiliated with the California Teacher's Association and National Education Association.

Mission:

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 Statement:

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades 6-8 use Houghton Mifflin 'California Collections' middle school series</p> <p>Grades 9-12 use a novel-based language arts program, including the following novels:</p> <p>6th Grade: The Boy of the Painted Cave (Social Studies novel) The Watsons Go to Birmingham, 1963 The Giver Black Ships Before Troy (The Iliad for younger readers) Literature Circles (Theme: Life-defining experiences): Roll of Thunder, Hear My Cry</p>	Yes	0.0 %

One Crazy Summer
Pacific Crossing
Walk Two Moons
The View from Saturday
Red Scarf Girl

7th Grade:

Shadow Spinner
Look Both Ways
The Ghost of the Tokaido Inn
Literature Circles (Theme: Guided by a cause):
I am Malala
Harriet Tubman: Conductor on the Underground Railway
I am the Greatest (Muhammad Ali)
Long Walk to Water
Lyddie

8th Grade:

Independent Reading Unit
The House on Mango Street
The Diary of Anne Frank (play in HMH textbook)
Literature Circles (Theme: Teen Identity - Conflict and Resilience):
The Hate U Give
I Am Not Your Perfect Mexican Daughter
Piecing Me Together
Picture Us in the Light
The Outsiders

9th Grade:

The Poet X
Romeo and Juliet (in textbook)
I Know Why the Caged Bird Sings
Literature Circles (Theme: Afrofuturism):
Kindred
Binti
Akata Witch
Children of Blood and Bone

10th Grade:

(Creation Stories)
Homegoing
Persepolis
Literature Circles: (Theme: Literary Lenses):
The God of Small Things
Frankenstein
The Stranger
Woman Warrior

11th Grade:

Contemporary Response also includes several indigenous authors
Oakland Unit: There, There - (indigenous authors)
Harlem Renaissance: Their Eyes were Watching God
The Fire Next Time
Between the World and Me
The Bluest Eye
Invisible Man,
Native Son
On Earth We're Briefly Gorgeous

12th Grade

	<p>Things Fall Apart Metamorphosis Hamlet (in HMH textbook) Beloved</p> <p>English 1A Joy Harjo, Crazy Brave; handouts/links + additional memoir of student choice English 1B (spring): Toni Morrison, Beloved + additional novel of student choice</p> <p>Our Designated EL Class uses 'Language Workshop Houghton Mifflin Harcourt Designated EL Development'</p>		
Mathematics	<p>CC1: Core Connections Course 1, Second Edition, Version 5.0, Copyright 2013 (supplemented with an ebook of the same course) CC2: Core Connections Course 2, Second Edition, Version 5.0, Copyright 2013 (supplemented with an ebook of the same course) CC3: Core Connections Course 3, Second Edition, Version 5.0, Copyright 2013 (supplemented with an ebook of the same course) Algebra 1: Core Connections Algebra 1, Second Edition, Version 5.0, Copyright 2013. (supplemented with an ebook of the same course) Geometry: Core Connections Geometry, Second Edition, Version 5.0, Copyright 2013 ,(supplemented with an ebook of the same course) Algebra 2: Core Connections Algebra 2, Second Edition, Version 4.0, Copyright 2013. (supplemented with an ebook of the same course) Data Science: There is no textbook, curriculum is provided by YouCubed/Stanford: https://hsdatascience.youcubed.org/curriculum/ PreCalc: CPM Educational Program, PreCalculus, Third Edition, Copyright 2018 (supplemented with an ebook of the same course) Calculus: Larson Hostetler Edwards, Calculus of a Single Variable: Early Transcendental Functions, Fourth Edition, 2007. (supplemented with an ebook of the same course)</p>	Yes	0.0 %
Science	<p>Earth Science (6th Grade): Prentice Hall Science Explorer: Earth Science, Copyright 2009 Pearson Interactive Science Earth's Structure and Earth's Surface, Copyright 2011</p> <p>Forensic Bio: Forensic Science: Fundamentals and Investigations, 1st edition. 2012. Bertino & Bertino</p> <p>Note: I have a personal version that I bought with my own money. It's the 2nd edition, 2015 and it is much, much better.</p> <p>Biology: Biology, The Living Earth California Edition, 2020. Prentice Hall. Miller & Levine</p> <p>Physics: Ck12 Physics Concepts - Intermediate textbook. Created in 2013, last modified in 2019.</p>	No	0.0 %

	<p>Life Science (7th Grade): Prentice Hall Science Explorer: Life Science, Copyright 2005. Pearson Interactive Science Cells and Heredity, Copyright 2011</p> <p>Physical Science (8th Grade): ck12 Physical Science for Middle School. Written by Jean Brainard, Ph.D., Edited by Bradley Hughes, Ph.D. Created in 2012, Modified in 2015. (further edited by Mrs. Yan in 2021)</p>		
History-Social Science	<p>6th: World History Ancient Civilizations textbook, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018, 3rd printing, printed in 2018 (Also Boy of the Painted Cave by Justin Denzel - a novel originally published in 1988)</p> <p>7th: Medieval World History, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018, 3rd printing, printed in 2018</p> <p>8th: US History American Stories Beginnings to WWI, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018, 3rd printing, printed in 2018</p> <p>12th: Naked Economics by Charles Wheelen, original copyright 2002, current adopted edition 2019 12th: We the People, 13th essentials edition. W.W. Norton (digital textbook). Current adopted edition 2021. 12th: Psychology for AP 2nd Edition by David Myers (2014) also excerpts from: So You Want to Talk About Race by Ijeoma Oluo Hood Feminism by Mikki Kendall An Indigenous People's History of the United States by Roxanne Dunbar-Ortiz The Jungle by Upton Sinclair My Grandmother's Hands by Resmaa Menakem Nation Within by Tim Coffman Wild Tongues Can't Be Tamed by Saracicia J. Fennell The Color of Law by Richard Rothstein Minor Feelings by Cathy Park Hong The Classic Slave Narratives by Henry Louis Gates, Jr.</p>	Yes	0.0 %
Foreign Language	<p>Online textbook in Spanish 1, Voces, copyright 2013 Spanish 2, Avancemos 2, print and online textbook, copyright 2013 Spanish 3, Avancemos 3, print and online textbook, copyright 2013</p>	Yes	0.0 %
Health	<p>Health - Many sources. Teacher created curriculum.</p>	Yes	0.0 %
Visual and Performing Arts	<p>A range of materials and books to support our robust programs.</p>	Yes	0.0 %
Science Laboratory Equipment (grades 9-12)	<p>Regular lab equipment for smaller, more scaled-down labs.</p>	Yes	0.0 %

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 also operates an off-campus art gallery and utilizes public performance spaces for some of its productions, including The Fox Theater itself, a 2000-seat professional venue.

There have been periodic issues with the roof leaking and the owner has a contract for repairs to begin Q1-2021.

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

Year and month of the most recent FIT report

September 2020

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			Interior is actually excellent. The Facilities Manager has painted all the common areas in the main building
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group ()

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group ()

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Career Technical Education Programs

The CTE Program that has expanded to include all arts sub-pathways Dance, Digital Media, Fashion Design, Instrumental Music, Production Design, Theatre, Visual Arts, & Vocal Music most of which have been A-G approved. Currently 9 of our teachers have their CTE credentials with 10% enrolling this spring to gain their credential. In 2019/2020 we had a total of 71 successful CTE student completers.

OSA has added two new programs as a commitment to linked learning and college readiness, connecting students directly with influential working artists which will build Career Awareness, Career Exploration, and Career Preparation. This program is evaluated by both academic and art teachers, both departments are responsible for the students overall progress in completing the program. The Arts and Academics integration program has produced three major projects this year which includes Math, English, working Instrumental, Fashion Design, Vocal, and Dance.

2020-21 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	

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents have a large role in the life of OSA. The Alliance of Parents and Teachers (APT) is the formal body that manages parent volunteers, and each arts area also has its own slate of parent officers and event managers. There are also groups such as PODS (Parents of Students with Disabilities), POC (People of Color), and other parent groups which hold meetings and plan

2021-22 Opportunities for Parental Involvement

activities. The monthly parent meetings are held via Zoom for safety, are well-attended and school events are frequently organized and managed by parent volunteers.

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.

Our parent volunteers manage an outreach tool called Konstella, which enables multiple parent communication platforms such as grade level groups, art emphasis groups, parents of children in specific arts productions, parents of students with disabilities, etc. in multiple languages.

For academic participation, OSA uses the PowerSchool system of notification to communicate with families. We continue to use the Talking Points app to communicate quickly with families via text and to utilize a wide variety of languages. We especially like Talking Points as there is no download necessary on the parents' side of things - they simply receive our texts translated into whichever home language is indicated at enrollment. OSA also sends out a school newsletter monthly to all families, as well as Quick Update newsletters for timely communications.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			

Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 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 5, 2020 and discussed with employees prior to the start of school during Professional Development meetings and with mid-year hires at their orientation. Key areas are: preparedness/response - drills including evacuation of the buildings and lock downs; and prevention - maintaining a safe environment from a maintenance and access perspective.

A qualified team of campus supervisors receive training regularly and ensure that students are safe and that the environment is orderly.

D. Other SARC Information

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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
K				
1				
2				
3				
4				
5				
6				

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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				
Mathematics				
Science				
Social Science				

2020-21 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	

2020-21 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.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$15,915	\$1,114	\$14,801	\$62,390
District	N/A	N/A	\$17,045	
Percent Difference - School Site and District	N/A	N/A	-14.1	-1.2
Percent Difference - School Site and State	N/A	N/A	62.5	-28.4

2020-21 Types of Services Funded

OSA receives daily attendance funding from the CDE and supplements that with internal fund-raising that amounts to approximately 13% of the total budget, or \$1.3 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 our Oakland area. 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. All students arts and academic progress is reviewed weekly and individualized support plans created and monitored as needed. New in the 2021-22 academic year was the addition of a full-time Pathway Coordinator whose responsibilities included oversight of all pathway integration, CTE alignment, teacher professional development and community partnerships.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

The major areas of focus for staff development this school year are:

1. Diversity, Equity and Inclusion- year long collaborative with Candice Wicks-Davis's Cultural Mindfulness Institute
2. WASC Preparation
3. Comprehensive technology support will be provided including trainings on Zoom, Google Slides, Pear Deck, Google Classroom, SPED strategies for distance learning, student engagement strategies for distance learning, Powerschool, Talking Points, and using video for effective artistic development.
4. Pathway development

These areas of focus were selected based on structural transitions for the school, the strategic plan, analysis of enrollment and recruitment, and our upcoming WASC process.

Staff development takes place in August prior to the start of the school year, on Wednesday afternoons throughout the school year, and during all day teacher work days during the school year. Trainings are provided by school administration, teaching staff, and outside organizations. Teachers are supported through this development through a combination of individual coaching, goal setting meetings with Executive Director, Principal and Assistant Principal, observations, and student performance data reporting.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	26	38	