

2019 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

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 (Interim)
E-mail Address	info@oakarts.org
School Website	www.oakarts.org
CDS Code	01 61259 3030772

[District Contact Information \(School Year 2019-20\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Oakland School for the Arts
Street	530 18th Street
City, State, Zip	Oakland, CA 94612
Phone Number	(510) 873-8800
Superintendent	Staci Smith (Interim)
Web Site	www.oakarts.org
E-mail Address	info@oakarts.org

School Description and Mission Statement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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 that focuses on critical thinking and analysis. 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.

The OSA environment is vibrant, energized and supportive. The arts programs infuse the campus with a great sense of purpose: students are able to pursue their passions and join in a community of like-minded peers that share their sense of creativity and innovation. Equity and inclusion are of the highest priorities, and are reinforced by our Step It Up outreach program to local Title One schools. We also have a preference in admissions to pupils who are currently enrolled in the local elementary schools we rely on to meet the Charter School Facility Grant Program Free and Reduced Priced Meal requirement and to pupils who reside in the elementary school attendance area where we are located.

In addition, the school is part of a thriving arts community in Uptown Oakland and open its doors to everyone for performances and gallery showings. OSA families are great ambassadors for the school and are involved in all aspects of school life.

Looking into the future, the OSA vision is to give the world generations of innovative problem-solvers and critical thinkers who demonstrate the essential value of the arts in all that we do.

Opportunities for Parental Involvement (School Year 2019-20)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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 has its own slate of parent officers and event managers. The monthly parent meetings 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 recent Charter Renewal process and our upcoming WASC accreditation renewal focus groups as well as our recurring annual LCAP parent outreach cycle.

OSA uses the PowerSchool system of notification for academic progress and a weekly parent newsletter is also compiled and sent out by parent volunteers. 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. We have invested in translation software, calling Talking Points, which enables texts between teachers/faculty and parents to be accurately translated to meet the individual needs of each of our families. Our Student Information System (PowerSchool) and our website are also available in a variety of languages.

School Safety Plan (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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 19, 2019 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. Our housekeeping contract better facilitates school-wide cleanliness and sanitation. We recently tested the water quality, particularly lead levels, in our school and have received an acceptable report back. We have invested in emergency software which enables faculty and staff to receive all-employee emergency alerts and updates via cell phone and laptops.

School Facility Conditions and Planned Improvements (School Year 2019-20)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: September 2019

This section should be kept to 1-2 paragraphs.

OSA moved into The Fox Theater office complex in January 2009. 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.

Periodically there are leaking roof or air conditioning issues and the building's landlord works with OSA to solve the problems that occur. We have a full time Facilities Manager who oversees all building maintenance and improvements and ensures all standards are upheld.

School Facility Good Repair Status (School Year 2019-20)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Good	NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	NA
Electrical: Electrical	Good	Implemented conservation measures by installing energy efficient lighting.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Good	NA
Structural: Structural Damage, Roofs	Good	NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	NA
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	38	36	36
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	23	24	32	32
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2019-20)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: January 2019

This section should be kept to 1-2 paragraphs.

All textbooks are aligned to the current content standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8 use Houghton Mifflin 'California Collections' middle school series Grades 9-12 use a novel-based language arts program, not part of a complete adoption but rather the thoughtful decision of our language arts team after using the SRI program to diagnose our reading levels. Our Designated EL Class uses 'Language Workshop Houghton Mifflin Harcourt Designated EL Development'	Yes	0.0 %

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	CPM Math grades 6-12: 6th grade CPM 1-2 7th grade CPM 2-3 8th Grade CPM Algebra Algebra: Core Connections Algebra 1 - College Preparatory Math (CPM) Geometry: Core Connections Geometry - CPM Algebra 2: Core Connections Algebra 2 - CPM Pre-Cal: Core Connections PreCalculus - CPM AP Calculus: Calculus of a Single Variable 4th edition - Larson, Hostetler & Edwards	Yes	0.0 %
Science	Biology - Pearson Chemistry - McDougall Littell - World of Chemistry Physics Fullerton - Honors Physics Essentials	No	0.0 %
History-Social Science	Houghton Mifflin Middle-High School Series; also the e-versions are available online for students Grades 6-12 Psychology Myers -Psychology AP US History: Pearson - Out of Many Mock Trial - Constitutional Rights Foundation U.S. History - McDougal Littell -The Americans Glencoe - World History, Modern Times	Yes	0.0 %
Foreign Language	Grades 9-12: Houghton Mifflin	Yes	0.0 %
Health	Health - Many sources. Teacher created curriculum.	Yes	0.0 %
Visual and Performing Arts	A range of materials and books to support our robust programs.	Yes	0.0 %
Science Laboratory Equipment (grades 9-12 schools only)	Regular lab equipment for smaller, more scaled-down labs.	Yes	0.0 %

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- Percent differences, **highlighted light-blue**, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 17-18.

The most recent data available from CDE is for fiscal year 2017-18. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,897	\$1,528	\$12,369	\$62,347
District	♦	♦	\$15,269	\$63,243
Percent Difference: School Site and District	♦	♦	-21.0	-1.4
State	♦	♦	\$7,506.64	\$80,680.00
Percent Difference: School Site and State	♦	♦	48.9	-25.6

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2018-19)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

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 college counselor, as well as a school psychologist, intervention

specialist, and several education specialists for our students with IEPs. New in the 2018-19 academic year was the addition of a Chief Academic Officer whose responsibilities included oversight of all curricula, testing, and teacher professional development.

Professional Development (2017-18, 2018-19 and 2019-20)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2017-18, 2018-19 and 2019-20.

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	26	24	26

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2017-18, 2018-19 and 2019-20.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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

1. Developing a Pathway Integrated Program of Study
2. WASC Preparation
3. Supporting Our Advisory Structure
4. Charter Renewal
5. Sexual Assault Awareness

These areas of focus were selected based on structural transitions for the school, the charter renewal cycle, analysis of stakeholder surveys, 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 principal, classroom walkthroughs/observations, and student performance data reporting.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 18-19, is correct. This section should be kept to 1-2 paragraphs.

CTE is still new to OSA and we remain in the implementation process. Beginning in September of 2018 approximately 80% of our arts programs had at least one pathway. Over the next two years we expect to expand this so all arts programs have at least one CTE Pathway and all OSA students access CTE curriculum. Currently 11 arts teachers have their CTE credential. As we reach our three year mark of implementation, we anticipate having CTE Completers at the end of this academic year.

California Physical Fitness Test Results (School Year 2018-19)

This section has been added to the SARC Input Form as the data has not been released by CDE. You may update the data using the data table provided.

Alternatively, a disclaimer may be provided explaining that the data is not available. An example of the disclaimer is (can be copied/pasted into the text-area):

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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
7	1.2	12.8	84.9