

Oakland School for the Arts

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	www.oakarts.org
County-District-School (CDS) Code	01 61259 3030772

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 made a relatively seamless switchover to Remote Learning in Spring of 2020 while ensuring all students had supports needed such as chrome books and hot spots, as well as comprehensive curriculum. The school remains in Remote Learning so far for the 2020-21 school year and is closely monitoring student achievement, potential learning loss, 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	116
Grade 7	107
Grade 8	113
Grade 9	115
Grade 10	118
Grade 11	106
Grade 12	118
Total Enrollment	793

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	19
American Indian or Alaska Native	0.6
Asian	7.4
Hispanic or Latino	18.3
Native Hawaiian or Pacific Islander	0.4
White	36.1
Two or More Races	17.3
Socioeconomically Disadvantaged	16.4
English Learners	0.6
Students with Disabilities	7.7
Homeless	0.1

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	38	36	50	
Without Full Credential	24	32	30	
Teaching Outside Subject Area of Competence (with full credential)	0	0	4	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	4
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

All textbooks are aligned to the current content standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 %
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 Savvas Learning Interactive Science-Middle School Series; also the e-versions are available online for students	No	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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 8th Grade- US History American Stories Beginnings to 1877 - National Geographic Learning 7th Grade - National Geographic World History: Great Civilizations 6th Grade - National Geographic World History: Great Civilizations: Ancient to Early 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)	Regular lab equipment for smaller, more scaled-down labs.	Yes	0.0 %

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

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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC needs to be updated to comply with COVID regulations and conversations are in progress with the property manager
Interior: Interior Surfaces	Good	Interior is actually excellent. The Facilities Manager has painted all the common areas in the main building
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	44	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
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
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	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
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	297
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	61.5

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.56
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	71.57

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

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. 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 activities.

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.

For academic participation, OSA uses the PowerSchool system of notification to communicate with families. 91% of all our student accounts, both middle school and high school, have been accessed on PowerSchool. We continue to use the Talking Points app to communicate quickly with families via text and utilizing 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 twice a month to all families.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0.9	4.5	3.7	13.5	13.9	12.6	9.1	9.6	9
Graduation Rate	99.1	91.9	95.4	73.7	74.8	76.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.1	1.7	4.4	4.4	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.5		2.5
Expulsions	0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

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. Due to learning being remote so far in 20/21 there have been no drills.

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

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
		# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	27	1	12	1	23	6	11		12	51	17	1

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	24	12	21	1	24	14	15	6	24	7	24	
Mathematics	25	8	14	1	20	14	13	1	20	11	10	2
Science	28	2	13	2	28	2	14	1	27	2	20	
Social Science	27	3	22		28	3	19	1	28	3	20	

*Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	293.7

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

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	\$63,134
Percent Difference - School Site and District	N/A	N/A	-14.1	-1.2
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	62.5	-28.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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. 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 individualised support plans created and monitored as needed. New in the 2019-20 academic year was the addition of a Pathway Coordinator whose responsibilities included oversight of all pathway integration, CTE alignment, teacher professional development and community partnerships.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,570	\$50,029
Mid-Range Teacher Salary	\$64,124	\$77,680
Highest Teacher Salary	\$92,096	\$102,143
Average Principal Salary (Elementary)	\$111,786	\$128,526
Average Principal Salary (Middle)	\$117,636	\$133,574
Average Principal Salary (High)	\$120,003	\$147,006
Superintendent Salary	\$280,000	\$284,736
Percent of Budget for Teacher Salaries	28.0	33.0
Percent of Budget for Administrative Salaries	9.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language		N/A
Mathematics	2	N/A
Science		N/A
Social Science	2	N/A
All courses	8	23

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	24	26	38

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.