

# Oakland School for the Arts

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Oakland School for the Arts
<b>Street</b>	530 18th St.
<b>City, State, Zip</b>	Oakland, CA, 94612
<b>Phone Number</b>	(510) 873-8800
<b>Principal</b>	Mike Oz (Interim)
<b>Email Address</b>	info@oakarts.org
<b>Website</b>	www.oakarts.org
<b>County-District-School (CDS) Code</b>	01 61259 3030772

Entity	Contact Information
<b>District Name</b>	Oakland School for the Arts
<b>Phone Number</b>	(510) 873-8800
<b>Superintendent</b>	Staci Smith (Interim)
<b>Email Address</b>	info@oakarts.org
<b>Website</b>	www.oakarts.org

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

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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 6</b>	92
<b>Grade 7</b>	97
<b>Grade 8</b>	117
<b>Grade 9</b>	117
<b>Grade 10</b>	103
<b>Grade 11</b>	120
<b>Grade 12</b>	103
<b>Total Enrollment</b>	749

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	18.8
American Indian or Alaska Native	0.5
Asian	6.4
Filipino	0.8
Hispanic or Latino	16.2
Native Hawaiian or Pacific Islander	0.4
White	42.3
Two or More Races	14.2
Socioeconomically Disadvantaged	13.8
English Learners	0.8
Students with Disabilities	7.6
Foster Youth	0.1
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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	38	36	36
Without Full Credential	23	24	32	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

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
<b>Reading/Language Arts</b>	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 %
<b>Mathematics</b>	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 %
<b>Science</b>	Biology - Pearson Chemistry - McDougall Littell - World of Chemistry Physics Fullerton - Honors Physics Essentials	No	0.0 %
<b>History-Social Science</b>	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 %
<b>Foreign Language</b>	Grades 9-12: Houghton Mifflin	Yes	0.0 %
<b>Health</b>	Health - Many sources. Teacher created curriculum.	Yes	0.0 %
<b>Visual and Performing Arts</b>	A range of materials and books to support our robust programs.	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science Laboratory Equipment (grades 9-12)</b>	Regular lab equipment for smaller, more scaled-down labs.	Yes	0.0 %

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
<b>Interior:</b> Interior Surfaces	Good	NA
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	NA
<b>Electrical:</b> Electrical	Good	Implemented conservation measures by installing energy efficient lighting.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	NA
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	NA
<b>Structural:</b> Structural Damage, Roofs	Good	NA
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	NA
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	73	70	36	36	50	50
Mathematics (grades 3-8 and 11)	52	55	29	29	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	416	384	92.31	7.69	70.29
Male	141	130	92.20	7.80	64.84
Female	275	254	92.36	7.64	73.09
Black or African American	83	81	97.59	2.41	46.84
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30	8.70	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	67	60	89.55	10.45	63.33
Native Hawaiian or Pacific Islander					
White	173	164	94.80	5.20	82.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	65	54	83.08	16.92	73.58
Socioeconomically Disadvantaged	65	57	87.69	12.31	57.14
English Learners	12	12	100.00	0.00	41.67
Students with Disabilities	27	23	85.19	14.81	21.74
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	416	388	93.27	6.73	54.66
Male	141	133	94.33	5.67	51.52
Female	275	255	92.73	7.27	56.30
Black or African American	83	81	97.59	2.41	19.75
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30	8.70	80.95
Filipino	--	--	--	--	--
Hispanic or Latino	67	61	91.04	8.96	40.00
Native Hawaiian or Pacific Islander					
White	173	166	95.95	4.05	70.91
Two or More Races	65	55	84.62	15.38	63.64
Socioeconomically Disadvantaged	65	59	90.77	9.23	38.98
English Learners	12	12	100.00	0.00	41.67
Students with Disabilities	27	23	85.19	14.81	22.73
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

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.

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	240
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	61.68
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	93.46



### 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 2018-19)

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

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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 2019-20)

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.

### 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	0.9	4.5	20.3	13.5	13.9	9.7	9.1	9.6
Graduation Rate	98.9	99.1	91.9	64.8	73.7	74.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	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
<b>Suspensions</b>	2.6	2.1	1.7	4.1	4.4	4.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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.

## 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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+
<b>6</b>	24	2	15		27	1	12	1	23	6	11	
<b>Other**</b>												

\*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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	25	14	13	8	24	12	21	1	24	14	15	6
Mathematics	25	8	12	3	25	8	14	1	20	14	13	1
Science	25	5	14		28	2	13	2	28	2	14	1
Social Science	23	10	17		27	3	22		28	3	19	1

\*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	374.5

\*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.8

\*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 2017-18)

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	N/A	N/A	\$15,269	\$63,243
Percent Difference - School Site and District	N/A	N/A	-21.0	-1.4
State	N/A	N/A	\$7,506.64	\$80,680.00
Percent Difference - School Site and State	N/A	N/A	48.9	-25.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,570	\$48,612
Mid-Range Teacher Salary	\$64,124	\$74,676
Highest Teacher Salary	\$83,724	\$99,791
Average Principal Salary (Elementary)	\$111,786	\$125,830
Average Principal Salary (Middle)	\$117,636	\$131,167
Average Principal Salary (High)	\$120,003	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	10%	5%

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 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	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	7	23.3

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

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

## Professional Development (Most Recent Three Years)

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

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

- Developing a Pathway Integrated Program of Study
- WASC Preparation
- Supporting Our Advisory Structure
- Charter Renewal
- 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.