Oakland School for the Arts
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://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

Contact Information (School Year 2018-19)

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	Staci Smith
E-mail Address	info@oakarts.org
Web Site	www.oakarts.org
CDS Code	01 61259 3030772

District Contact Information	
District Name	Oakland School for the Arts
Phone Number	(510) 873-8800
Superintendent	Brian Köhn
E-mail Address	info@oakarts.org
Web Site	www.oakarts.org

School Description and Mission Statement (School Year 2018-19)

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.

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 eight art forms which they enter through an audition process. OSA students will be prepared to use their creativity in a wide range of fields and to be successful in many different endeavors. 93% of OSA graduates attend college or specialized conservatories, and have been accepted into top schools throughout the United States and internationally.

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 2017-18)

Grade Level	Number of Students
Grade 6	91
Grade 7	114
Grade 8	105
Grade 9	112
Grade 10	119
Grade 11	111
Grade 12	103
Total Enrollment	755

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	17.7
American Indian or Alaska Native	0.7
Asian	5.3
Filipino	0.7
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.3
White	37.4
Socioeconomically Disadvantaged	12.1
English Learners	0.7
Students with Disabilities	7.2
Foster Youth	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			District
	2016-17	**2017-18**	**2018-19**	**2018-19**
With Full Credential	34	34	38	
Without Full Credential	23	23	24	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

Year and month in which data were collected: January 2019

All textbooks are aligned to the current content standards.

Subject	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.	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	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)	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 heating and 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2016		
System Inspected	**Repair Status**	**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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	65.0	73.0	35.0	36.0	48.0	50.0
Mathematics (grades 3-8 and 11)	48.0	52.0	28.0	29.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	419	400	95.47	72.54
Male	147	141	95.92	67.86
Female	272	259	95.22	75.10
Black or African American	75	73	97.33	39.73
American Indian or Alaska Native	--	--	--	--
Asian	15	14	93.33	100.00
Filipino	--	--	--	--
Hispanic or Latino	62	59	95.16	62.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	143	95.33	82.98
Two or More Races	57	52	91.23	86.54
Socioeconomically Disadvantaged	44	41	93.18	52.50
English Learners	20	19	95.00	52.63
Students with Disabilities	30	29	96.67	10.34
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	419	403	96.18	51.99
Male	147	142	96.6	56.74
Female	272	261	95.96	49.43
Black or African American	75	75	100	24.32
American Indian or Alaska Native	--	--	--	--
Asian	15	13	86.67	61.54
Filipino	--	--	--	--
Hispanic or Latino	62	60	96.77	36.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	144	96	60.42
Two or More Races	57	52	91.23	65.38
Socioeconomically Disadvantaged	44	42	95.45	26.83
English Learners	20	19	95	15.79
Students with Disabilities	30	29	96.67	6.9
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

CTE is new to OSA and we are in the implementation process. Beginning in September of 2018 approximately 80% of our arts programs will have 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. Many arts teachers have their CTE credential. The numbers below are zero as we have no CTE completers just yet in the three year process.

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	58.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7		10.8	86.3

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.

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 2018-19)

Parents have a large role in the life of OSA. The Alliance of Parents and Teachers (APT) is the formal body that manages parent affairs, 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 often organized and managed by parent volunteers.

The Executive Director holds regular parent chats with guest speakers such as the Chief Academic Officer and Special Education Director that ensure parents have access to all levels of administration. Parents engage in policy discussions and generate ideas that have a large impact on the school especially as we enter into our Charter Renewal and WASC accreditation renewal focus groups as well as our annual LCAP parent outreach cycle.

OSA uses the Power School system of notification for academic progress and a weekly parent newsletter is also compiled and sent out by parent volunteers. We have moved to 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. Additionally we have an active Parents of Color group, who has representation at all school events and hosts get togethers and meetings. We also have invested in translation software which enables all written materials such as newsletters, student materials, school handbooks, etc to be accurately translated to meet the needs of each of our 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	2.1	0.0	0.9	24.1	20.3	13.5	10.7	9.7	9.1
Graduation Rate	96.9	98.9	99.1	63.4	64.8	73.7	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	97.2	85.1	88.7
Black or African American	100.0	82.2	82.2
American Indian or Alaska Native	0.0	50.0	82.8
Asian	50.0	90.0	94.9
Filipino	0.0	93.6	93.5
Hispanic or Latino	93.3	84.5	86.5
Native Hawaiian/Pacific Islander	0.0	72.2	88.6
White	98.3	93.3	92.1
Two or More Races	100.0	93.4	91.2
Socioeconomically Disadvantaged	100.0	85.1	88.6
English Learners	0.0	71.1	56.7
Students with Disabilities	81.8	69.2	67.1
Foster Youth	100.0	62.5	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.2	2.6	2.1	4.1	4.1	4.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 additional meetings are held. The Handbook was updated 8/15/18 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. We recently upgraded our housekeeping contract to better facilitate school-wide cleanliness and sanitation. We recently tested the water quality in our school and have received an acceptable report back regarding potential levels of lead. 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 | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	25		16		24	2	15		27	1	12	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 | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	11	20	1	25.0	14	13	8	24.0	12	21	1
Mathematics	26.0	6	17		25.0	8	12	3	25.0	8	14	1
Science	24.0	6	19		25.0	5	14		28.0	2	13	2
Social Science	26.0	5	17	1	23.0	10	17		27.0	3	22	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.8	416
Counselor (Social/Behavioral or Career Development)	1.4	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2.37	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,610	$1,633	$11,977	$57,238
District	N/A	N/A	$0.0	$62,742
Percent Difference: School Site and District	N/A	N/A		-9.2
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	50.8	-34.1

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 2017-18)

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 is the addition of a Chief Academic Officer whose responsibilities include oversight of all curricula, testing, and teacher professional development.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,411	$47,903
Mid-Range Teacher Salary	$63,904	$74,481
Highest Teacher Salary	$83,437	$98,269
Average Principal Salary (Elementary)	$115,474	$123,495
Average Principal Salary (Middle)	$116,841	$129,482
Average Principal Salary (High)	$127,847	$142,414
Superintendent Salary	$297,052	$271,429
Percent of Budget for Teacher Salaries	30.0	35.0
Percent of Budget for Administrative Salaries	10.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	2	N/A
All courses	4	10.7

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)

Teachers have weekly PD at OSA and join various groups to study specific topics. The approach is very student-centered, and our chief academic officer is very active in working with teachers to develop their skillset.

Prior to the start of the school year, teachers report one week earlier than the students and engage in PD on topics jointly decided by school leadership and the teacher leaders. There is a strong culture of collaboration and continuous growth as teachers and administrators craft, execute and evaluate OSA's PD plan.