

Oakland School for the Arts
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address: 530 18th St.
Oakland, CA , 94612-1512

Principal: Rodolfo Ornelas

Phone: (510) 873-8800

Grade Span: 6-12

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 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).

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.

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

Rodolfo Ornelas

📍 Principal, Oakland School for the Arts

About Our School



Contact

Oakland School for the Arts
530 18th St.
Oakland, CA 94612-1512

Phone: [\(510\) 873-8800](tel:(510)873-8800)

Email: rornelas@oakarts.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Oakland Unified
Phone Number	(510) 873-8800
Superintendent	Oz, Mike
Email Address	moz@oakarts.org
Website	https://www.oakarts.org/

School Contact Information (School Year 2023–24)

School Name	Oakland School for the Arts
Street	530 18th St.
City, State, Zip	Oakland, CA , 94612-1512
Phone Number	(510) 873-8800
Principal	Rodolfo Ornelas
Email Address	rornelas@oakarts.org
Website	www.oakarts.org
County-District-School (CDS) Code	01612593030772

Last updated: 1/17/24

School Description and Mission Statement (School Year 2023–24)

Oakland School for the Arts offers each of our 800 students a college preparatory academic program integrated with an industry-aligned specialized art program in one of 10 pathways. OSA is a tuition-free public arts school that enrolls students through a lottery process that prioritizes enrollment for students coming from feeder schools with a high percentage of socio-economically

challenged families. OSA enables graduates to bring the essential value of the arts into the career path of their choosing and students will be prepared to use their creativity in a wide range of fields and to be successful in many different endeavors. 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.

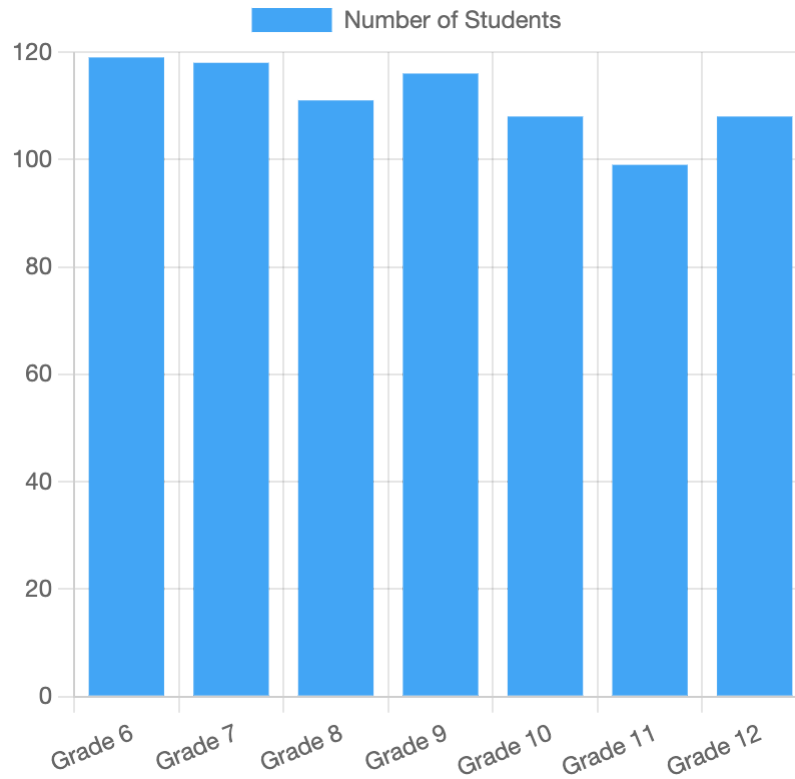
Mission: Prepare graduates for success in their chosen field through inclusive and innovative arts education, inspiring a diverse student body to shape the world with their unique and powerful voices.

Vision Statement: To give the world generations of innovative problem-solvers, creative thinkers, authentic leaders, and ground-breaking artists, all of whom contribute to the local and global communities, demonstrating the essential value of the arts in all that they do.

Last updated: 12/27/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	119
Grade 7	118
Grade 8	111
Grade 9	116
Grade 10	108
Grade 11	99
Grade 12	108
Total Enrollment	779



Last updated: 1/29/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	66.11%
Male	30.68%
Non-Binary	0.00%
American Indian or Alaska Native	0.51%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.33%
Foster Youth	0.00%
Homeless	0.39%
Migrant	0.00%
Socioeconomically	22.37%

Student Group	Percent of Total Enrollment
Asian	4.87%
Black or African American	22.33%
Filipino	0.12%
Hispanic or Latino	19.51%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	14.89%
White	31.96%

Student Group (Other)	Percent of Total Enrollment
Disadvantaged	
Students with Disabilities	12.64%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	65.21%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.70	25.75%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.69%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	3.10	8.30%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	37.70	100.00%	2598.40	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/29/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.40	52.28%	1583.50	61.54%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	148.90	5.79%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	19.00	42.48%	719.90	27.98%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	75.30	2.93%	11953.10	4.28%
Unknown/Incomplete/NA	2.30	5.19%	45.40	1.77%	15831.90	5.67%
Total Teaching Positions	44.90	100.00%	2573.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/29/24

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	1.00
Misassignments	9.70	18.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	9.70	19.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.00
Total Out-of-Field Teachers	0.20	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	30.20%	52.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	26.40%	22%

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading/Language Arts</p> <p>Our ELA department uses a novel based language arts program that includes the following standards aligned and approved novels for each grade level. All students have access to all of the texts at the time of reading them in class. The school provides access to these materials to all students. For any items that are not directly listed on the SBE approved list, our department has vetted for quality and standards alignment. All of the book lists are current and re-approved for adoption as of 22-23 school year.</p> <p>Grades 6-8 use Houghton Mifflin 'California Collections' middle school series</p> <p>Grades 9-12 use a novel-based language arts program, including the following novels:</p> <p>6th Grade</p> <p>The Boy of the Painted Cave</p> <p>The Watsons Go to Birmingham, 1963</p> <p>The Giver</p> <p>Black Ships Before Troy</p> <p>Roll of Thunder, Hear My Cry</p> <p>One Crazy Summer</p> <p>Pacific Crossing</p> <p>Walk Two Moons</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>The View from Saturday</p> <p>Red Scarf Girl</p> <p>7th Grade</p> <p>Shadow Spinner</p> <p>Look Both Ways</p> <p>The Ghost of the Tokaido Inn</p> <p>Literature Circles (Theme: Guided by a cause):</p> <p>I am Malala</p> <p>Harriet Tubman: Conductor on the Underground Railway</p> <p>I am the Greatest (Muhammad Ali)</p> <p>Long Walk to Water</p> <p>Lyddie</p> <p>8th Grade</p> <p>The House on Mango Street</p> <p>The Diary of Anne Frank (play in HMH textbook)</p> <p>The Hate U Give</p> <p>I Am Not Your Perfect Mexican Daughter</p> <p>Piecing Me Together</p> <p>Picture Us in the Light</p> <p>The Outsiders</p> <p>9th Grade</p> <p>The Poet X</p> <p>Romeo and Juliet (in textbook)</p> <p>I Know Why the Caged Bird Sings</p> <p>Literature Circles (Theme: Afrofuturism):</p> <p>Kindred</p> <p>Binti</p> <p>Akata Witch</p> <p>Children of Blood and Bone</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
10th Grade:	Homegoing Persepolis Literature Circles: (Theme: Literary Lenses): The God of Small Things Frankenstein The Stranger Woman Warrior		
11th Grade	Contemporary Response also includes several indigenous authors There, There Harlem Renaissance: Their Eyes were Watching God The Fire Next Time Between the World and Me The Bluest Eye Invisible Man, Native Son On Earth We're Briefly Gorgeous		
12th Grade	Things Fall Apart Metamorphosis Hamlet Beloved English 1A Joy Harjo, Crazy Brave Toni Morrison, Beloved + additional Our Designated EL Class uses 'Language Workshop Houghton Mifflin Harcourt Designated EL Development'		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p data-bbox="474 394 638 418">Mathematics</p> <p data-bbox="474 451 1562 602">All materials within our math department are on the list of SBE approved materials. The list below is a comprehensive list of what is used in each course. All students have access to either e-books or physical textbooks within their classes. All curricular materials are current and re-approved for adoption as of 22-23 school year.</p> <p data-bbox="474 630 1451 716">Math 6: Amplify Math Grade 6, Copyright 2023 (supplemented with an e-book of the same course)</p> <p data-bbox="474 743 1451 829">Math 7: Amplify Math Grade 7, Copyright 2023 (supplemented with an e-book of the same course)</p> <p data-bbox="474 857 1451 943">Math 8: Amplify Math Grade 8, Copyright 2023 (supplemented with an e-book of the same course)</p> <p data-bbox="474 971 1436 1057">Algebra 1: Amplify Math Algebra 1, Copyright 2023 (supplemented with an e-book of the same course)</p> <p data-bbox="474 1084 674 1109">Geometry: CPM</p> <p data-bbox="474 1136 1419 1206">Algebra 2: CPM supplemented with Illustrative Math, free online curriculum. (supplemented with Flipped</p> <p data-bbox="474 1234 747 1258">Math and Delta Math)</p> <p data-bbox="474 1286 1509 1356">Pre-Calculus: CPM supplemented with Flipped Math online curriculum (from PDFs) (supplemented by</p> <p data-bbox="474 1383 869 1408">Khan Academy and Delta Math)</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Math 6: Amplify Math Grade 6, Copyright 2023 (supplemented with an e-book of the same course)</p> <p>Math 7: Amplify Math Grade 7, Copyright 2023 (supplemented with an e-book of the same course)</p> <p>Math 8: Amplify Math Grade 8, Copyright 2023 (supplemented with an e-book of the same course)</p> <p>Algebra 1: Amplify Math Algebra 1, Copyright 2023 (supplemented with an e-book of the same course)</p> <p>Geometry: [No changes to previous]</p> <p>Algebra 2: Illustrative Math, free online curriculum. (supplemented with Flipped Math and Delta Math)</p> <p>Pre-Calculus: Flipped Math online curriculum (from PDFs) (supplemented by Khan Academy and Delta Math)</p>		
Science	<p>Science</p> <p>Our Science department uses relevant, adaptive, NGSS-aligned curriculum from CK12 in both middle and high school science classes. CK-12 provides free and customizable K-12 open educational resources aligned to state curriculum standards, including CA standards. The CK-12 Foundation provides small, individual elements, rather than large textbooks. As of 2012, some 5,000 individual elements were available in various formats such as textual descriptions, video lectures, multi-media simulations, photo galleries, practical experiments or flash cards. Assessments are adaptive, allowing students to receive individual feedback on content and skills mastery. All OSA students have access to these materials at school and home via their personal chromebooks. CK12 was piloted and adapted by our credential Science chair, in accordance with California Education Code (EC) Section 60210, which states that a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.</p> <p>In addition to CK12, the following texts are used in high school science courses</p> <p>Biology: Biology (California: The Living Earth), 2020 by Miller & Levine, published by Prentice Hall.</p> <p>Physics: Physics in Motion, aligned with NGSS and published by PBS Education</p> <p>Chemistry: World of Chemistry published by McDougall Littell.</p> <p>Laboratory equipment for grades nine through twelve, inclusive, as appropriate.</p> <p>Biology: This course utilizes microscopes, slides, beakers, plants, UV lightbulbs, test tubes and various chemicals. All these materials are accessible to all students in all sections of Biology.</p> <p>Physics: Students in all sections of Physics have access to weights, springs, potential energy cars, digital and spring scales, circuit and electricity kits, prisms and a variety of building materials.</p> <p>Chemistry: Chemistry students use a variety of chemicals, bunsen burners, graduated cylinders, funnels, beakers, thermometers and a chemical fume hood to conduct laboratory experiments.</p>		
History-Social Science	<p>History-Social Science</p> <p>Our Social Science department has adopted for grades 6-8 the following materials.</p> <p>6th: World History Ancient Civilizations textbook, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018, 3rd printing, printed in 2018</p> <p>(Also Boy of the Painted Cave by Justin Denzel - a novel originally published in 1988)</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>7th: Medieval World History, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018, 3rd printing, printed in 2018</p> <p>8th: US History American Stories Beginnings to WWI, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018, 3rd printing, printed in 2018</p> <p>All of these materials align to the SBE adopted materials and programs list and approved publishers. All students have access to these. The courses also use primary sources that are standards aligned and were chosen following SBE guidance. All students have access to these on their school provided chromebooks.</p> <p>Our High school program focuses more on using primary sources such as scholarly articles, videos including Ted talks, interviews, and other relevant standards aligned materials.</p> <p>Below is a listing of all of the standards aligned chosen materials that each of our grade levels uses for our high school social science offerings.</p> <p>6th: World History Ancient Civilizations textbook, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018, 3rd printing, printed in 2018 (Also Boy of the Painted Cave by Justin Denzel - a novel originally published in 1988)</p> <p>7th: Medieval World History, California edition, published by National Geographic Learning/Cengage Learning Copyright 2018, 3rd printing, printed in 2018</p> <p>8th: US History American Stories Beginnings to WWI, California edition, published by National Geographic</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Learning/Cengage Learning Copyright 2018, 3rd printing, printed in 2018	Texts use in Ethnic Studies Classes		
	9th graders		
	Video Texts:		
	Teach for America- Introduction to Ethnic Studies		
	https://www.youtube.com/watch?v=ThsFSN5ZRwE		
	TED Talk-The Danger of a Single Story		
	https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en		
	Khan Academy- The Mexican American War		
	https://www.youtube.com/watch?v=QKRYLUIGIWc		
	Course Hero-The Mexican American War		
	https://youtu.be/LPmEO3IKgFM?feature=shared		
	Smithsonian Museum- Dolores Huerta		
	https://www.youtube.com/watch?v=cxX89_ZpP2w		
	PBS -LA School walkouts		
	https://ca.pbslearningmedia.org/resource/e05a1478-ed35-4c6a-abd7-dd66dc5c40bf/the-1968-la-school-walkouts-retro-report/		
	Puerto Rico's political status and the legacy of colonialism		
	Al Jazzera		
	https://youtu.be/TY7rg3bC_m8?feature=shared		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History.com	https://www.history.com/topics/us-states/puerto-rico-history		
History Hit- Native Americans History	https://youtu.be/42uVYNTXTTI?feature=shared		
Black History in Two Minutes- Civil Rights Movement	https://www.youtube.com/watch?v=9ppTiyxFSs0		
History of Jim Crow	https://www.youtube.com/watch?v=KqRv9Jh-7fc		
Crash Course- The Black Panther Party	https://www.youtube.com/watch?v=ao0Jozn_7HM		
Pew Research Institute- Asian Americans History	https://youtu.be/LIlvqJDv6_4?feature=shared		
Movie:			
Alice Street. Wilkinson, Spencer			
Written Texts:			
Excerpt from "La Frontera (Borderlands)" by Gloria Anzaldúa			
Pew Research Institute- Key Facts about Latinos in the U.S.	https://www.pewresearch.org/short-reads/2023/09/22/key-facts-about-us-latinos-for-national-hispanic-heritage-month/		
National Archives- The Treaty of Guadalupe	https://www.archives.gov/education/lessons/guadalupe-hidalgo#background		
Bills of Rights Institute- Cesar Chavez and Dolores Huerta			

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>https://billofrightsinstitute.org/essays/cesar-chavez-dolores-huerta-and-the-united-farm-workers</p> <p>Duke Human Rights Center at the Franklin Humanities Institute- César Chavez</p> <p>https://humanrights.fhi.duke.edu/chavez-ufw-and-wetback-problem/</p> <p>GAO- Puerto Rico</p> <p>https://www.gao.gov/blog/hurricane-recovery-can-take-years-puerto-rico-5-years-show-its-unique-challenges</p> <p>Migration Policy Institute-Cuban Migration to the U.S.</p> <p>https://www.migrationpolicy.org/article/cuban-migration-postrevolution-exodus-ebbs-and-flows</p> <p>Library of Congress- Immigration and Relocation in U.S. History</p> <p>https://www.loc.gov/classroom-materials/immigration/global-timeline/</p> <p>PBS-Latino American History</p> <p>https://www.pbs.org/latino-americans/en/timeline/</p> <p>DPLA- Native Americans Movements</p> <p>https://dp.la/primary-source-sets/the-american-indian-movement-1968-1978</p> <p>PBS- Native Americans History</p> <p>https://www.pbs.org/wgbh/aia/part4/4p2959.html</p> <p>Library of Congress- Native Americans History</p> <p>https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/colonial-settlement-1600-1763/virginia-relations-with-native-americans/</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	https://www.loc.gov/resource/lhbc.0262a/?sp=1&st=image https://www.loc.gov/resource/lhbc.7018a/?st=gallery Equal Justice Initiative- The Transatlantic Slave Trade https://eji.org/report/transatlantic-slave-trade/ Library of Congress-Civil Rights Movement https://www.loc.gov/exhibits/civil-rights-act/legal-events-timeline.html National Museum of African American History & Culture- Whiteness https://nmaahc.si.edu/learn/talking-about-race/topics/whiteness HonorsWritten Texts: Afro-Descendent Female and Non-Binary Activists and Creative Voices https://www.maryprince.org/ https://www.nps.gov/articles/sojourner-truth.htm https://nmaahc.si.edu/explore/stories/harriet-tubman https://www.womenshistory.org/education-resources/biographies/frances-ellen-watkins-harper https://www.blackpast.org/african-american-history/grimke-charlotte-forten-1837-1914/ https://plato.stanford.edu/entries/anna-julia-cooper/ https://www.blackpast.org/african-american-history/barnett-ida-wells-1862-1931/ https://www.blackpast.org/african-american-history/douglass-sarah-mapps-1806-1882/		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Ain't I A Woman. Speech-Sojourner Truth	The Colonial Williamsburg Foundation-The Middle Passage		
	https://slaveryandremembrance.org/articles/article/?id=A0032		
	Slate- The Transatlantic Slave Trade		
	https://slate.com/news-and-politics/2021/09/atlantic-slave-trade-history-animated-interactive.html		
	NY Public Library- Women in Slavery		
	https://www.nypl.org/blog/2015/03/27/remembering-women-slavery		
	Brown University-Misogynoir		
	https://www.youtube.com/watch?v=7EwUz0lj0gE		
	DPLA-Black Women's Suffrage		
	https://blackwomensuffrage.dp.la/timeline/1820-1859		
	Time- Black Women's Suffrage		
	https://time.com/5876456/black-women-right-to-vote/		
	American Bar Association-Women's Suffrage		
	Book: Aint'I a Woman? Bell Hooks. (Upcoming)		
	https://www.americanbar.org/groups/public_education/programs/19th-amendment-centennial/toolkit/suffrage-timeline/		
	National Park Service-Black Women's Suffrage		
	https://www.nps.gov/articles/black-women-and-the-fight-for-voting-rights.htm		
	10th Grade History Texts:		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>1619 Project Readings on Sugar and Traffic</p> <p>World Religions Reading</p> <p>Declaration of Rights of Man</p> <p>Declaration of Rights of Woman</p> <p>Black Panther Parties 10 Points</p> <p>Necessary But Not Sufficient: Yellow Power</p> <p>Letter from Alcatraz</p> <p>El Plan de Espiritual de Aztlan</p> <p>Choices Textbook Excerpt on Haiti</p> <p>Selection of Primary Sources about Haiti</p> <p>Excerpt from People's History of the United States</p> <p>1801 Haiti Constitution</p> <p>Le Code Noir</p> <p>The Jungle</p> <p>Communist Manifesto</p> <p>White Man's Burden</p> <p>Article on Berlin Conference</p> <p>Is Fascism Possible?</p> <p>Eight Elements of Fascism</p> <p>World War 2 Readings</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Foreign language;	No	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Our school currently offers Spanish as our foreign language. As such the spanish department adopted the use of a textbook from the SBE adopted materials list called Avancemos. The textbook is used across all 3 levels that we currently offer. These materials were adopted by the Spanish department in the 17-18 school year. Given that these materials are beginning to lose relevance, this school year our department in conjunction with the instructional leadership team will engage in a review of instructional materials for adoption following Guidelines for Piloting Textbooks and Instructional Materials from the SBE. All students have access to the textbook in both physical copy and through different excerpts posted on Google classroom which all students have access to on their school provided chromebooks. This data is current as of January 2024.</p> <p>Avancemos (Spanish 1, Avancemos 1) Print and online textbook</p> <p>Avancemos (Spanish 2 and 3) Copyright 2013</p>		
Health	<p>Health</p> <p>Health class at OSA uses a teacher-created curriculum that aligns to California state standards for high school health in the areas of mental health, physical health, addiction prevention, nutrition and decision making. For the units on sexual health and healthy relationship, our school uses the Health Connected curriculum, which the teachers have been trained in implementing. Health Connected curriculum aligns with California’s Education Code and Health Content Standards and the National Sexuality Education Standards. This class became a required class for all 9th graders beginning in the school year of 2021-2022.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>Visual and performing arts</p> <p>Given that our school is an Arts pathway school, we have 10 sub pathways that are aligned to the relevant CTE standards in each area. Our school has partnered with (who did delores partner with) to develop standards aligned CTE curriculum for each content area. As such, within each of our 10 sub pathways there are texts and curricular materials that have been adopted in accordance with industry relevance. Our Arts departments do not use textbooks for instruction. We have different curricular materials available to all students in every sub pathway. For example, in Visual Arts, our students use Drawing on the Right Side of the Brain By Betty Edwards and Notan: The Dark-Light Principle of Design by Dorr Bothwell and Marlys Mayfield. Our Theater Department purchases rights to and uses different plays with complex themes aligned to the CTE standards. The instructional materials for our other courses such as Instrumental music and vocal music consists of musical Instruments and Songbooks with sheet music. The instruction is CTE standards aligned and supported by these materials. These courses also rely on the use of video materials of industry leading and relevant artists to model for students mastery of the content. All of these materials are current and have been adopted as of the 22-23 school year. All students have access to all materials both at home and school.</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/29/24

School Facility Conditions and Planned Improvements

The main building for OSA is the Fox Theatre building. This is an historic building built in the 1930's which was renovated and reopened in 2009 as part of a major redevelopment project. Housed in the same structure is the Fox Theater which is a premier 2000 person capacity building run by Another Planet Entertainment. 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 contractors and facilities team members. OSA also operates an off-campus Design, Visual, Media Arts Center located at 2018 San Pablo Ave, an Instrumental Music facility located at 1920 Telegraph

Ave, a our Theater department in Sweet's Historic Ballroom on Broadway. OSA also utilizes public performance spaces for some of its productions, including The Fox Theater itself, a 2000-seat professional venue. There have been some minor periodic issues with the main campus building roof leaking and the current owner has had a contract for repairs to begin since Q1-2021. These repairs have not taken place as of this report but roof repairs have been promptly conducted on an as-needed basis. We have a full-time Facilities Director who oversees all building maintenance and improvements and ensures all standards are upheld. The year and month of the most recent FIT report is December 12th, 2023.

We are in the developmental stage of our new 1911 Telegraph location as our designated outdoor space for physical activity and performance. We have a advisory team made up of community partners, city officials, and parents supporting the development of this project. The acre parcel will include a soccer field, basketball courts, and a skateboard plaza that will double as a performance area. It will be controlled by OSA but programmed by other youth organizations to serve maximum utility as an asset to the Downtown Oakland community.

Last updated: 1/29/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: Not Available

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No current gas leaks or issues with HVAC Systems maintained by Advanced Control inc.
Interior: Interior Surfaces	Good	Common area and Classroom/office maintenance are conducted weekly by facilities department team members.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Janitorial services are conducted Monday through Friday and on weekends as needed by the Norcal Janitorial contractor. Pest control is maintained monthly by Clarke Pest Control inc.
Electrical: Electrical	Good	Electrical systems are maintained by contractor Gills Electric Inc. on an as needed basis.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms are cleaned by Norcal Janitorial daily. All repairs are completed by facilities team members or contracted plumbing service providers.
Safety: Fire Safety, Hazardous Materials	Good	Passed 2022 OFD inspection. Awaiting 2023 OFD inspection. All Extinguishers are maintained by Golden Bear Inc. Main Campus Fire Alarm is monitored by TYCO inc.
Structural: Structural Damage, Roofs	Fair	Roof is in need of replacement in the coming years. Statewide roofing has been maintaining the roof and repairing leaks on an as needed basis.

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No external playground. Windows are maintained by KMS Glass Inc. on an as needed basis. Door locks are maintained by Rex Key and Security on an as needed basis.

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good
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Last updated: 1/29/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	60%	62%	35%	34%	47%	46%
Mathematics (grades 3-8 and 11)	37%	37%	25%	26%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/29/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered
 assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	411	94.92%	5.08%	62.04%
Female	303	289	95.38%	4.62%	61.94%
Male	121	114	94.21%	5.79%	63.16%
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	23	21	91.30%	8.70%	76.19%
Black or African American	83	79	95.18%	4.82%	37.97%
Filipino	--	--	--	--	--
Hispanic or Latino	83	81	97.59%	2.41%	64.20%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	113	110	97.35%	2.65%	62.73%
White	128	117	91.41%	8.59%	75.21%
English Learners	12	12	100.00%	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	174	97.75%	2.25%	47.70%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	49	85.96%	14.04%	28.57%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/29/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	407	94.00%	6.00%	37.35%
Female	303	286	94.39%	5.61%	33.22%
Male	121	113	93.39%	6.61%	49.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	21	91.30%	8.70%	61.90%
Black or African American	83	79	95.18%	4.82%	15.19%
Filipino	--	--	--	--	--
Hispanic or Latino	83	81	97.59%	2.41%	28.40%
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	113	106	93.81%	6.19%	45.28%
White	128	117	91.41%	8.59%	47.86%
English Learners	12	12	100.00%	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	172	96.63%	3.37%	31.40%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	57	49	85.96%	14.04%	10.20%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	41.41%	46.35%	19.36%	20.14%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/9/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	196		9.54%	46.35%
Female	209	191	91.39%	8.61%	42.93%
Male	91	81	89.01%	10.99%	53.75%
American Indian or Alaska Native	--	--	--	--	--
Asian	11	9	81.82%	18.18%	--
Black or African American	65	58	89.23%	10.77%	15.52%
Filipino	--	--	--	--	--
Hispanic or Latino	67	63	94.03%	5.97%	52.38%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	57	98.28%	1.72%	54.39%
White	101	86	85.15%	14.85%	56.47%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	65	89.04%	10.96%	32.31%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	24	68.57%	31.43%	12.50%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Programs conducted by the school district include: Design, Visual, and Media Arts and Performing Arts; those highlighted are CTE sequences Intro, Concentrator, Capstone.

This sequences are offered in each of these school pathways at OSA: Dance, Audio Production, Fashion, Instrumental Music, Media Arts, Production Design, Theatre (in progress), Visual Arts, Vocal Music

The primary representative of the OSA CTE advisory board is Dr. Delores Thompson
Members of our advisory board represent the Film, Fashion, Music, Management, Production, and Arts education sectors.

388 Students participated in CTE in the 22-23 school year.

100 Percentage of 10th-12th grade students are in Linked Learning pathways.

74 Percent of students graduated a-g requirements.

60 Percentage of 12th graders passed 1 or more dual enrollment courses with a C- or better. 76 Percent of 9th graders met A-G requirements.

OSA has five courses that are taken in consecutive order to fulfill the CTE program requirements.

Last updated: 1/29/24

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	388
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.96
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/29/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	80.00%

Last updated: 1/26/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7					

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

Parents play a significant role in everyday life at OSA. Here parents are offered and take advantage of many opportunities to get involved.

PTSA- The Parent Teacher Student Association (PTSA) is a volunteer organization of parents, guardians, students, and faculty at the Oakland School for the Arts (OSA). PTSA meetings and events are intended to be community-building and to create space for members to share information and celebrate our community. PTSA also co-hosts the Friday morning coffee with OSA's administration, honors our remarkable teachers at events throughout the year, and sponsors special events where parents and/or families can get to know one another.

Communications: We offer several platforms for parents to receive and provide information.

- Konstella- this platform provides parents with a place to share student-focused information and to build community within all subgroups and chat rooms. We have sectioned this communication tool into two main groups, High School and Middle School.
- Talking Points- This is a leading platform we offer that allows parents to communicate with their children's teachers for free via text messaging. A huge bonus in adapting this program is that it was created with multilingual technology to support breaking down communication barriers.
- Executive Board Meetings- Our board meets monthly as needed and welcomes our community to voice their concerns and celebrations. All public comments are appreciated and carefully considered by the board.
- Weekly Newsletter: Parents can learn of all highlights and regularly scheduled events at OSA. From messages from the Executive Director to school dance ticket information to Open Studio dates, all this and more can be found in our newsletters.
- Engagement calendar: This calendar of upcoming events is provided along with a description of each mode of engagement to all families each semester

Policy Discussion: We offer several opportunities for discussion and feedback with our?

- Strategic Plan, WASC, and LCAP - The OSA leadership engages with the parent community as an important stakeholder, sharing important planning documents with the parent community for feedback, hosting listening sessions, and pushing out satisfaction surveys.
- Equity Rubrics - The JEDI Office with the support of the Equity Task Force composed of OSA stakeholders - students, staff, alumni, families, and a board member - mobilized their expertise and unique lenses to create an auditing tool. This tool, in thirteen subcategories, assesses systemic and cultural inequities at Oakland School for the Arts.
- School Facility Plans- The latest and newest is our advisory committee for the build of our 1911 Telegraph location. This includes community partners, city officials, and parents.

Annual Fund:

- The OSA leadership engages with the parent community as an important stakeholder, sharing important planning documents with the parent community for feedback, hosting listening sessions, and pushing out satisfaction surveys.

Academic and Arts Participation:

- We use Powerschool to give parents first-hand insight into their student's grades, assignments, scores, attendance, and schedules.
- We invite parents to set up appointments with our Academic Support Services, Pathway Coordinator, teaching staff, and any Leadership member that may help aid in their student's pathway to success.
- Families and community members alike look forward to supporting and or enjoying our Arts program. With 10 unique specialized arts pathways how from digital and visual arts to dance and instrumental music, OSA makes participation attractive and exciting.
- Academic Open House will be an opportunity for parents to see the amazing things their kids have been doing in their academic courses. You will get a chance to see how art integrates into their everyday academics and also meet and greet with your student's teachers.
- Open Studios: As a kick-off to our Metamorphosis theme, OSA parents and guardians had the opportunity to participate in staggered tours within the OSA facilities that highlighted OSA students' work in open rehearsals and studio sessions within their Arts pathways. The purpose of this event was to showcase the "generative" stage of our Metamorphosis process as a school. This event was an innovative approach to the traditional Back To School Night.

State Priority: Pupil Engagement

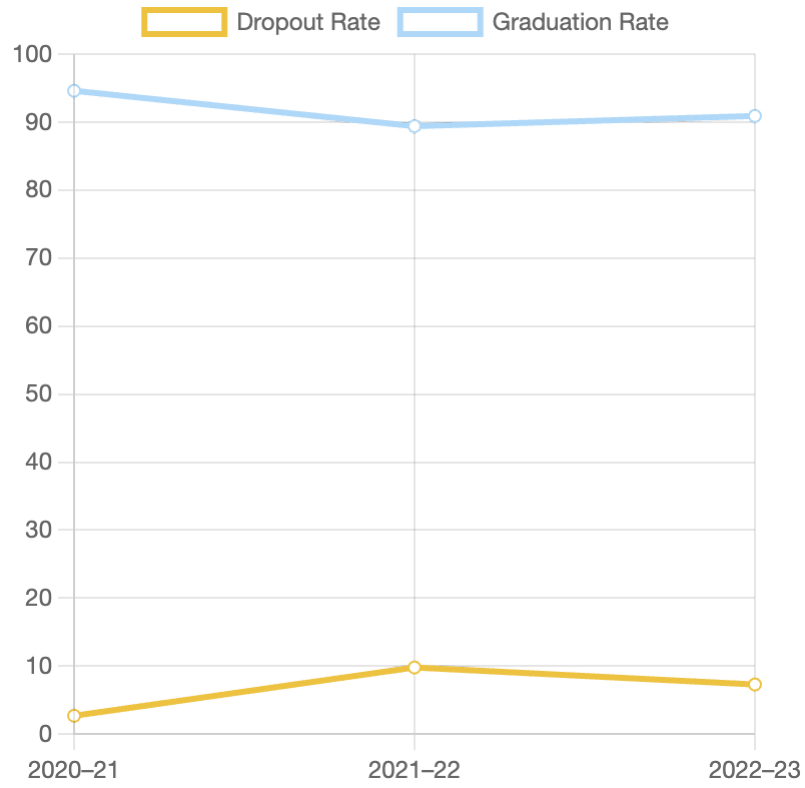
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	2.7%	9.8%	7.3%	11.3%	14.4%	11.7%	9.4%	7.8%	8.2%
Graduation Rate	94.6%	89.4%	90.9%	77.1%	78.8%	79.3%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.



Last updated: 1/29/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	110	100	90.9%
Female	70	64	91.4%
Male	39	35	89.7%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	27	22	81.5%
Filipino	--	--	--
Hispanic or Latino	22	21	95.5%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	14	93.3%
White	41	40	97.6%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	33	29	87.9%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	7	63.6%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/29/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	794	783	5	0.6%
Female	539	533	4	0.8%
Male	240	235	1	0.4%
Non-Binary	15	15	0	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	37	37	--	--
Black or African American	169	165	3	1.8%
Filipino	--	--	--	--

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Hispanic or Latino	152	150	1	0.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	107	105	1	1.0%
White	238	238	0	0.0%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	280	277	2	0.7%
Students Receiving Migrant Education Services	--	--	0	0.0%
Students with Disabilities	95	95	3	3.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

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 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	0.00%	3.55%	3.15%	0.03%	3.92%	3.85%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.06%	0.08%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/29/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.15%	0.00%
Female	2.23%	0.00%
Male	5.42%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.70%	0.00%
Black or African American	6.51%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.74%	0.00%
White	2.52%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.29%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	6.32%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/29/24

School Safety Plan (School Year 2023–24)

The OSA Comprehensive Safety 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 OSA employees. This recent safety plan was submitted to OUSD and uploaded to the OSA Employee Central Page website on 03-01-2023. The OSA Comprehensive Safety Plan was then updated again on August 22, 2023 and will be discussed with employees during Professional Development meetings throughout the year. The OSA Comprehensive Safety Plan will also be discussed with mid-year hires at each of their orientations.

Key areas are: preparedness/response - drills including evacuation of the buildings, lock down drills, earthquake drills and damage prevention - maintaining a safe environment from a maintenance and access perspective.

A qualified team of campus supervisors as well as contracted security officers receive training regularly to ensure that students are safe and that the environment is orderly.

Last updated: 1/29/24

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) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	15.00	27	17	1
Other**				

* 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 (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	14.00	43	20	
Other**				

* 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
4	0.00	0	0	0
5	0.00	0	0	0
6	14.00	46	20	0
Other**	0.00	0	0	0

* 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) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	8	21	2
Mathematics	20.00	16	12	3
Science	29.00	3	18	1
Social Science	28.00	2	20	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	15	23	
Mathematics	23.00	11	11	3
Science	27.00	3	19	
Social Science	27.00	6	17	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	14	18	1
Mathematics	24.00	9	14	0
Science	28.00	2	19	0
Social Science	22.00	9	17	0

* 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.

Last updated: 1/29/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	288.52

* 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.

Last updated: 1/29/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.70
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/29/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15786.00	\$2996.00	\$12789.00	\$69003.00
District	N/A	N/A	--	\$70572.00
Percent Difference – School Site and District	N/A	N/A	--	2.25%
State	N/A	N/A	\$7606.62	\$87885.00
Percent Difference – School Site and State	N/A	N/A	--	2.22%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State				

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

Last updated: 1/29/24

Types of Services Funded (Fiscal Year 2022–23)

OSA receives state and federal funding based on average daily attendance and supplements that with internal fund-raising that amounts to approximately 11% of the total budget, or \$1.5M. This funds an extended school day and a specialized arts program. We allocate approximately \$4M annually to our arts program of our \$13.8M annual operating budget. Additionally we offer our Step It Up program, which supports enrollment efforts by bringing access to arts preparation to socio-economically challenged 5th grade students within the district to support their future success in OSA's high-paced artistic environment.

OSA has Student Counseling services, a college counselor, a school psychologist, an intervention specialist, and several education specialists for our students with IEPs. The Student Support Team supports all students 6–12 through interventions such as wellness counseling, family outreach, academic support, and attendance. All students' arts and academic progress is reviewed weekly, and individualized support plans are created and monitored as needed.

In the 2021–22 academic year, we added a full-time Pathway Coordinator whose responsibilities continue to provide oversight of all arts pathways including Art and academic integration projects, CTE alignment/course development, link learning standards, teacher professional development, work-based learning initiatives, oversee Arts CTE Board, grants, Arts college, and community partnerships.

Last updated: 1/29/24

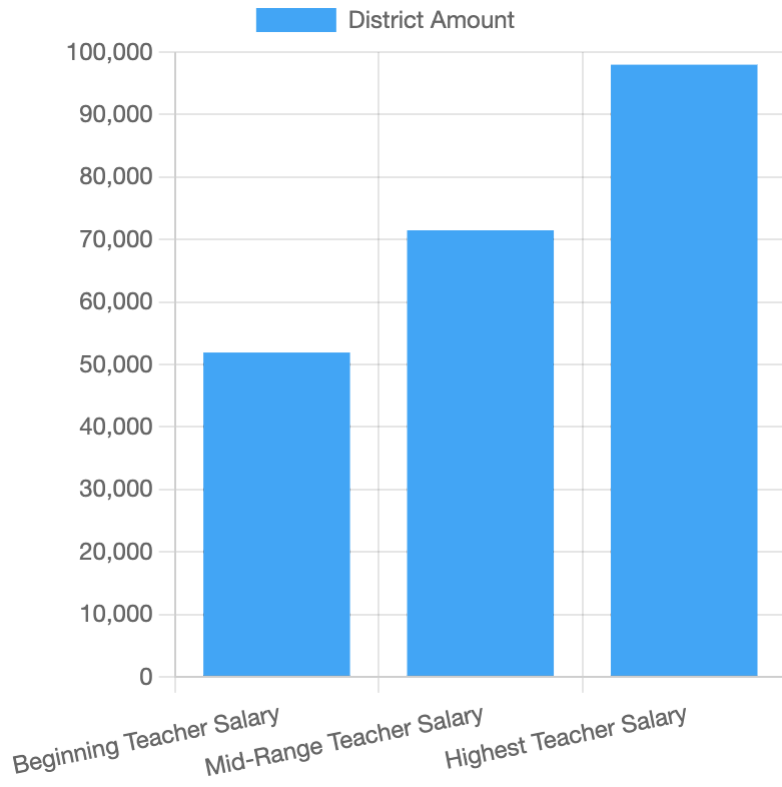
Teacher and Administrative Salaries (Fiscal Year 2021–22)

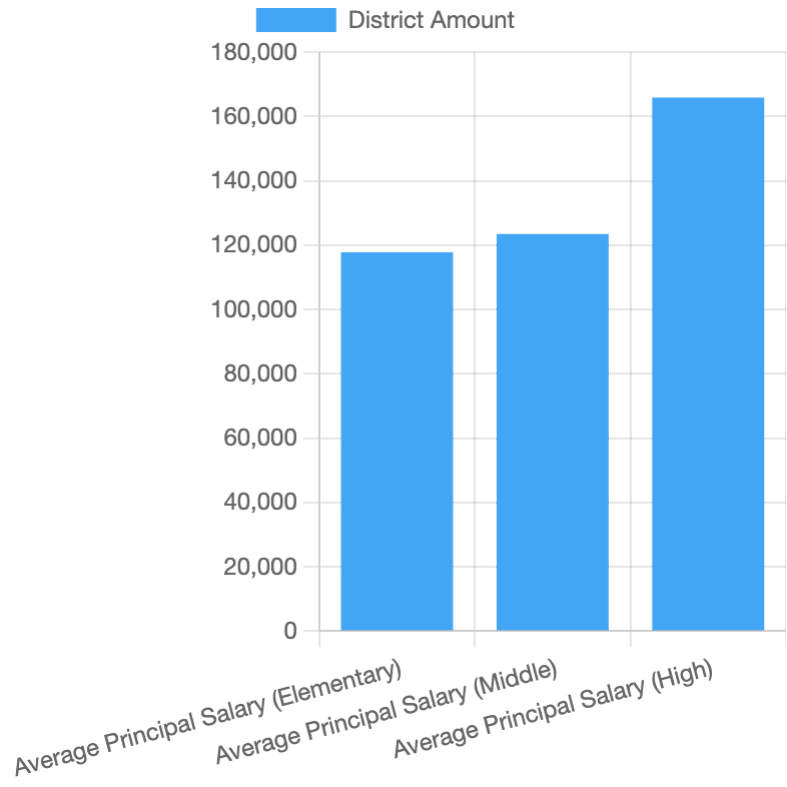
The numbers in this section reflect those in our authorizing district, OUSD:

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51905.00	\$55549.60
Mid-Range Teacher Salary	\$71469.00	\$80702.84
Highest Teacher Salary	\$97980.00	\$109417.68

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$117779.00	\$137703.47
Average Principal Salary (Middle)	\$123453.00	\$143759.63
Average Principal Salary (High)	\$165859.00	\$159020.77
Superintendent Salary	\$307299.00	\$319442.91
Percent of Budget for Teacher Salaries	27.30%	30.35%
Percent of Budget for Administrative Salaries	8.37%	4.87%

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





Last updated: 1/29/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses 8.4 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered*	2

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

Last updated: 1/29/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	36	40	43

Last updated: 1/29/24