Oakland School for the Arts
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

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	Brian Kohn
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 Kohn
E-mail Address	info@oakarts.org
Web Site	www.oakarts.org

School Description and Mission Statement (School Year 2016-17)

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. Students study one of nine art forms 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. OSA students attend college at over a 95% rate 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.

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.

Loookig 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 2015-16)

Grade Level	Number of Students
Grade 6	99
Grade 7	119
Grade 8	113
Grade 9	107
Grade 10	113
Grade 11	108
Grade 12	86
Total Enrollment	745

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	17.9
American Indian or Alaska Native	0.7
Asian	4.3
Filipino	0.5
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.4
White	36.5
Two or More Races	16.1
Socioeconomically Disadvantaged	12.3
English Learners	0.5
Students with Disabilities	8.1
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	33	34	
Without Full Credential	20	22	23	
Teaching Outside Subject Area of Competence (with full credential)	0	3	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	80.3	19.7
High-Poverty Schools in District	79.1	20.9
Low-Poverty Schools in District	95.0	5.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2014

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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 pogram to diagnose our reading levels.	Yes	12.0 %
Mathematics	CPM Math grades 6-12: 6th grade CPM 1-2 7th grade CPM 2-3 8th Grade CPM Algebra 9th GHrade CPM Geometry 10th Grade CPM Algebra II 11t Grade CPM Pre-Calculus (Optional) 12th Grade CPM Callculus AB (Optional)	Yes	0.0 %
Science	Each course has its own set of materials.	No	20.0 %
History-Social Science	Houghton Mifflin Middle-High School Series Grades 6-12	Yes	0.0 %
Foreign Language	Using multimodal language programs in Spanish and French, specially designed to develop speaking and wrting skills.Materials are used when they match the teacher-dricven curriculum design	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 equipent 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 Facilities team.

OSA also operates an off-campus art gallery and utulizes public performance spaces for some of its productions, including The Fox Theater itself, a 2000-seat professional venue.

Some heating and air conditioning issues have emerged and the building's landlord works with OSA to solve the problems that occur from time-to-time.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NA
Interior: Interior Surfaces	X			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			NA
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NA
Safety: Fire Safety, Hazardous Materials	X			Some upgrade in science lab equioment being considered.
Structural: Structural Damage, Roofs	X			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NA

Table title: School Facility Good Repair Status (Most Recent Year) — Year and month of the most recent FIT report: September 2016

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	70	70	31	33	44	48
Mathematics	50	57	26	27	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	100	97	97.0	69.1
	7	118	108	91.5	57.0
	8	115	106	92.2	75.5
	11	110	98	89.1	79.6
Male	6	35	34	97.1	61.8
	7	35	30	85.7	40.0
	8	31	27	87.1	51.9
	11	43	39	90.7	74.4
Female	6	65	63	96.9	73.0
	7	83	78	94.0	63.6
	8	84	79	94.0	83.5
	11	67	59	88.1	83.0
Black or African American	6	17	17	100.0	41.2
	7	14	14	100.0	28.6
	8	15	14	93.3	57.1
	11	25	21	84.0	52.4
Asian	7	11	11	100.0	63.6
Hispanic or Latino	7	15	14	93.3	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	18	15	83.3	53.3
	11	14	13	92.9	84.6
White	7	42	35	83.3	67.7
	8	39	36	92.3	91.7
	11	58	52	89.7	88.5
Two or More Races	6	12	12	100.0	75.0
	7	23	23	100.0	52.2
	8	28	26	92.9	69.2
Socioeconomically Disadvantaged	6	14	13	92.9	38.5
	8	11	11	100.0	18.2
	11	13	10	76.9	70.0

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	100	97	97.0	61.9
	7	118	107	90.7	60.8
	8	118	107	90.7	60.8
	11	110	97	88.2	39.0
Male	6	35	34	97.1	64.7
	7	35	30	85.7	43.3
	8	35	30	85.7	43.3
	11	43	39	90.7	50.0
Female	6	65	63	96.9	60.3
	7	83	77	92.8	67.5
	8	83	77	92.8	67.5
	11	67	58	86.6	31.6
Black or African American	6	17	17	100.0	29.4
	7	14	14	100.0	21.4
	8	14	14	100.0	21.4
	11	25	21	84.0	5.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	**7**	11	11	100.0	90.9
	8	11	11	100.0	90.9
Hispanic or Latino	**7**	15	14	93.3	57.1
	8	15	14	93.3	57.1
	11	14	13	92.9	46.1
White	**7**	42	34	81.0	73.5
	8	42	34	81.0	73.5
	11	58	52	89.7	52.9
Two or More Races	**6**	12	12	100.0	58.3
	7	23	23	100.0	43.5
	8	23	23	100.0	43.5
Socioeconomically Disadvantaged	**6**	14	13	92.9	30.8
	11	13	10	76.9	22.2

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	73	79	78	44	38	39	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	224	208	92.9	78.4
Male	65	58	89.2	74.1
Female	159	150	94.3	80.0
Black or African American	38	37	97.4	59.5
Asian	11	11	100.0	90.9
Hispanic or Latino	29	23	79.3	52.2
White	86	80	93.0	93.8
Two or More Races	47	44	93.6	77.3
Socioeconomically Disadvantaged	22	21	95.5	47.6
Students with Disabilities	14	11	78.6	45.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	56.85
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	97.0

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	15.8	73.7	

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 draw in the hundreds and school events are often organized and managed by parent volunteers.

The Director holds monthly parent chats that ensures the parent voice id heard in the school. Parents engage in policy discussions and generate ideas that have a large impact on the school.

OSA uses the Power School system of notification for academic progress and a weekly parent newsleter is also distributed.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.70	8.50	2.10	21.70	23.90	24.10	11.40	11.50	10.70
Graduation Rate	87.18	87.80	96.91	62.78	60.50	63.39	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	75	86
Black or African American	100	69	78
American Indian or Alaska Native	0	47	78
Asian	100	82	93
Filipino	0	76	93
Hispanic or Latino	92	76	83
Native Hawaiian/Pacific Islander	0	62	85
White	100	86	91
Two or More Races	100	91	89
Socioeconomically Disadvantaged	80	82	66
English Learners	100	44	54
Students with Disabilities	100	73	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.8	2.9	4.2	4.8	4.1	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

OSA has a Safety Committee that meets regularly and devises the school sadety plan. Parents serve on this committee and help with safety supplies and equipment.

OSA holds quarterly drills, including earthquake, intruder and fire drills.

The facility is safe and secure and there are firm procedures in place to ensure visitors have appropriate reasons to be at the school. A qualified team of campus supervisors receive training regularly and ensure that students are safe and that the environment is orderly.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	78.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	31		7	4	28		15					

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	28	6	10	5	24	10	16	3				
Mathematics	28	3	11	4	27	2	12	1				
Science	28	3	12	4	26	4	15	1				
Social Science	24	7	11	3	26	3	20					

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.82	412
Counselor (Social/Behavioral or Career Development)	1.3	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	1.5	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A	$0.0	$58,033
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

OSA receives daily attendance funsing from the CDE and supplements that with internal fund-raising that amounts to approximately 10% of the total budget, or $600,000. This funds an extended school day and an enriched arts program.

The Learning Center is funded by the school and allows for students falling below standard to receive direct instructional services.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,498	$45,092
Mid-Range Teacher Salary	$58,516	$71,627
Highest Teacher Salary	$76,402	$93,288
Average Principal Salary (Elementary)	$94,016	$115,631
Average Principal Salary (Middle)	$96,176	$120,915
Average Principal Salary (High)	$109,882	$132,029
Superintendent Salary	$288,000	$249,537
Percent of Budget for Teacher Salaries	30%	37%
Percent of Budget for Administrative Salaries	9%	5%

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 2015-16)

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

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 academic support staff is very active in working with teachers to develop their skills in the areas of classroom management, facilitation and counseling; subject area groups refine practice in that particular discipline. The arts staff often has their own PD model and collaborate on joint productions, technology improvements and in refining the aesthetic value of their prpductions and artistic output.

Prior to the start of the school year, teachers report two weeks 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 continous growth as teachers are in control of their earnng and can individualy craft a PD plan and then follow it through with their colleagues.