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Oakland School for the Arts
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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 2017-18)

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 Köhn
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 2017-18)

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 Career Technical Education Pathways. Students study one of ten 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. 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.

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 2016-17)

Grade Level	Number of Students
Grade 6	107
Grade 7	106
Grade 8	117
Grade 9	127
Grade 10	110
Grade 11	105
Grade 12	107
Total Enrollment	779

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	18.1
American Indian or Alaska Native	0.5
Asian	4.5
Filipino	0.8
Hispanic or Latino	13.2
Native Hawaiian or Pacific Islander	0.4
White	37.6
Two or More Races	15
Socioeconomically Disadvantaged	9.6
English Learners	0.1
Students with Disabilities	8.9
Foster Youth	0.6

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	34	34	20
Without Full Credential	22	23	23	22
Teaching Outside Subject Area of Competence (with full credential)	3	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

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 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Houghton Mifflin Middle-High School Series; also the e-versions are available online for students Grades 6-12 Psychology Myers -Psychology AP US History: Pearson - Out of Many Mock Trial - Constitutional Rights Foundation U.S. History - McDougal Littell -The Americans Glencoe - World History, Modern Times	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 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 Janitorial and 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.

Periodically there are heating and air conditioning issues and the building's landlord works with OSA to solve the problems that occur.

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
	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			We are implementing conservation measures by installing energy efficient lighting
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NA
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			NA

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**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NA

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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. 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**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	70	65	33	35	48	48
Mathematics (grades 3-8 and 11)	57	48	27	28	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	432	406	93.98	64.78
Male	134	126	94.03	53.17
Female	298	280	93.96	70
Black or African American	73	68	93.15	45.59
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	85
Filipino	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	50	47	94	46.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	142	131	92.25	79.39
Two or More Races	71	68	95.77	54.41
Socioeconomically Disadvantaged	44	44	100	45.45
English Learners	15	14	93.33	28.57
Students with Disabilities	41	32	78.05	21.88
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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	432	408	94.44	48.04
Male	134	127	94.78	48.03
Female	298	281	94.3	48.04
Black or African American	73	68	93.15	17.65
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	80
Filipino	--	--	--	--
Hispanic or Latino	50	48	96	35.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	142	130	91.55	58.46
Two or More Races	71	68	95.77	39.71
Socioeconomically Disadvantaged	44	43	97.73	30.23
English Learners	15	15	100	20
Students with Disabilities	41	32	78.05	18.75
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79	78	38	39	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

CTE is brand new to OSA and will be implemented starting in the 2018-19 school year. Beginning in September of 2018 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.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	57.33
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	97.7

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	2	12.2	85.7

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 State priority: Parental Involvement (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 2017-18)

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 regular parent chats that ensure the parent voice is heard in the school. Parents engage in policy discussions and generate ideas that have a large impact on the school.
One of the three Principals and Executive Director attends every APT meeting.

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

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	8.5	2.1	0	23.9	24.1	20.3	11.5	10.7	9.7
Graduation Rate	87.8	96.91	98.88	60.5	63.39	64.85	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	74.6	87.11
Black or African American	100	67.83	79.19
American Indian or Alaska Native	100	37.5	80.17
Asian	100	81.97	94.42
Filipino	0	84.85	93.76
Hispanic or Latino	100	73.88	84.58
Native Hawaiian/Pacific Islander	0	63.33	86.57
White	100	90.13	90.99
Two or More Races	100	77.78	90.59
Socioeconomically Disadvantaged	92.59	75.16	85.45
English Learners	0	56.72	55.44
Students with Disabilities	91.67	66.58	63.9
Foster Youth	50	56.41	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.9	4.2	2.6	4.1	4.1	4.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 8/15/17 and discussed with employees prior to the start of school during Professional Development meetings. Key areas are: preparedness/response - drills including evacuation of the buildings and lock downs; 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.

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 2017-18)

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	75.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	28		15		25		16		24	2	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	2014-15				2015-16				2016-17			
	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	10	16	3	24	11	20	1	25	14	13	8
Mathematics	27	2	12	1	26	6	17		25	8	12	3
Science	26	4	15	1	24	6	19		25	5	14	
Social Science	26	3	20		26	5	17	1	23	10	17	

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.83	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,526	$1,503	$9,568	$56,172
District	N/A	N/A	$0.0	$62,935
Percent Difference: School Site and District	N/A	N/A		-11.4
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	37.1	-34.1

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

Types of Services Funded (Fiscal Year 2016-17)

OSA receives daily attendance funding 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,258	$47,808
Mid-Range Teacher Salary	$63,694	$73,555
Highest Teacher Salary	$83,162	$95,850
Average Principal Salary (Elementary)	$107,457	$120,448
Average Principal Salary (Middle)	$109,728	$125,592
Average Principal Salary (High)	$126,332	$138,175
Superintendent Salary	$288,400	$264,457
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	10%	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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	3	N/A
All courses	4	11.4

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 school culture, 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 CTE development, joint productions, technology improvements and in refining the aesthetic value of their productions and artistic output.

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 jointly craft, execute and evaluate OSA's PD plan.