

Executive Summary School Accountability Report Card, 2013-2014

For Oakland School for the Arts

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Principal:	Donn Harris, Executive Director Giselle Hendrie, Principal	Grade Span:	6-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

OSA provides students in grades 6-12 with an immersive arts program and a comprehensive academic curriculum designed to inspire creative youth to fulfill their potential both in and outside of the arts. OSA students upon graduation have grown to be Critical Thinkers, Effective Communicators, Global Citizens and Academic and Arts Learners who approach the world with confidence, poise, and curiosity. To enroll in OSA students are scheduled an audition where they will perform, or discuss a portfolio and provide an on-site work sample (drawing, building, writing), depending on the arts discipline of their interest, before a panel of teachers and local artists. Elementary school students who have an interest in an arts education, but have no prior experience nor programs at their school to get them prepared, can contact Admissions Director Michaela Peters, Diversity Coordinator Cava Menzies or Executive Director Donn Harris at (first initial/last name) @oakarts.org.

Student Enrollment

Group	Enrollment
Number of students	740
Black or African American	24.2%
American Indian or Alaska Native	0.0%
Asian	4.9%
Filipino	0.2%
Hispanic or Latino	12.9%
Native Hawaiian or Pacific Islander	0.8%
White	39.5%
Two or More Races	24.0%
Socioeconomically Disadvantaged	16.0%

English Learners	0.0%
Students with Disabilities	11%

Teachers

Indicator	Teachers
Teachers with full credential	All who are required
Teachers without full credential	Arts programs are non-credentialed
Teachers Teaching Outside Subject Area of Competence	None
Misassignments of Teachers of English Learners	None
Total Teacher Misassignments	None

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	75%
Mathematics	41%
Science	71%
History-Social Science	68%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2013 Growth API Score (from 2012 Growth API Report)	837
Statewide Rank (from 2011 Base API Report)	9
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 17
2012–13 Program Improvement Status (PI Year)	UNKNOWN, NEVER NOTIFIED

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

OSA's home in The Fox Theater is fully inspected annually and meets all requirements. Satellite sites – Sweet's Ballroom, Piedmont Piano Co. – are undergoing fire safety and comfort improvements expected to be completed during the 1015-16 school year. In the interim OSA uses approved fire watch procedures as directed by the Oakland Fire Department.

Repairs Needed

None at this time.

Corrective Actions Taken or Planned

Fire safety upgrades, sprinklers and alarm systems.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	None
Mathematics	150 – new textbooks to be adopted in 2013
Science	None
History-Social Science	None
Foreign Language	None
Health	NA
Visual and Performing Arts	None
Science Laboratory Equipment (grades 9-12)	None

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8100
District	Unknown
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	Class of 2014 – 98%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	95.2%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Oakland School for the Arts	District Name	Oakland Unified
Street	530 18th St.	Phone Number	(510) 879-8582
City, State, Zip	Oakland, CA, 94612	Web Site	www.ousd.k12.ca.us
Phone Number	(510) 873-8800	Superintendent	Anthony Smith
Principal	Donn Harris, Director Giselle Hendrie, Principal	E-mail Address	tony.smith@ousd.k12.ca.us
E-mail Address	dharris@oakarts.org ghendrie@oakarts.org	CDS Code	01612593030772

School Description and Mission Statement (School Year 2011–12)

The Oakland School for the Arts balances an immersive arts program with a comprehensive academic curriculum, providing students unique opportunities for learning, expression, innovation and personal growth. OSA's arts and academic programs build discipline and confidence, effectively preparing creative youth to achieve their potential both in and outside of the arts.

Opportunities for Parental Involvement (School Year 2011–12)

OSA holds monthly parent meetings that include all-group APT activities and departmental action groups. Parents work regularly as volunteers in our Learning Center and in the front office. There is robust, consistent involvement by parents throughout the school year. Parents also serve on our accreditation committees and as organizers of our large-scale projects, such as the annual school musical.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	95
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	108
Grade 3	0	Grade 10	88
Grade 4	0	Grade 11	82
Grade 5	0	Grade 12	74
Grade 6	83	Ungraded Secondary	0
Grade 7	89	Total Enrollment	619

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
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English					28.9	2	11	3	27.5	3	12	2
Mathematics					22.9	6	5	0	23.5	10	11	1
Science					29.8	2	7	4	28.4	1	14	2
Social Science					29.2	1	9	4	29.8	1	10	3

* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

OSA has a Health and Safety Committee that regularly addresses campus safety issues. Regular drills are held, including intruder drills.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	16	21	18			
Expulsions	0	0	1			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The current facility was completed in 2009 and is fully operational.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			

Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential			24	
Without Full Credential			20 (arts staff notb required to hold credential)	
Teaching Outside Subject Area of Competence (with full credential)			0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in	100.00%	0.00%

District		
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.8	LEA Provided
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.8	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	On-call	
Resource Specialist (non-teaching)	1.8	
Other	NA	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional	From most recent	Percent students lacking own
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	materials/year of adoption	adoption?	assigned copy
Reading/Language Arts	varies		0
Mathematics	Varies/Common Core adoption 2012		25%
Science	varies		0
History-Social Science	varies		0
Foreign Language	varies		0
Health	NA		NA
Visual and Performing Arts	NA – not textbook-driven		NA
Science Laboratory Equipment (grades 9-12)	Varies/purchases made in 2011 for lab materials		0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9000	0	\$9,000	\$56,000
District			NA	\$54,035
Percent Difference – School Site and District			NA	LEA Provided
State			\$5,455	\$68,835
Percent Difference – School Site and State			+60%	- 19%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

OSA receives limited Title I money, which is invested in our after school Learning Center. A Facilities Grant allows us to occupy the fox Theater building's upper floors.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,456	\$41,455
Mid-Range Teacher Salary	\$54,328	\$66,043
Highest Teacher Salary	\$70,934	\$85,397
Average Principal Salary (Elementary)	\$84,669	\$106,714
Average Principal Salary (Middle)	\$85,411	\$111,101
Average Principal Salary (High)	\$86,249	\$121,754
Superintendent Salary	\$265,000	\$223,357
Percent of Budget for Teacher Salaries	29.00%	39.00%
Percent of Budget for Administrative Salaries	7.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	61%	64%	75%	43%	45%	47%	52%	54%	56%
Mathematics	29%	34%	41%	44%	46%	46%	48%	50%	51%
Science	51%	70%	71%	41%	46%	49%	54%	57%	60%
History-Social Science	43%	63%	68%	27%	32%	31%	44%	48%	49%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	47%	46%	49%	31%
All Students at the School	75%	41%	71%	68%
Male	64%	39%	51%	50%
Female	80%	42%	78%	76%
Black or African American	55%	17%	61%	44%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	93%	46%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	80%	42%	72%	68%

Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	87%	64%	85%	86%
Two or More Races	73%	34%	63%	71%
Socioeconomically Disadvantaged	69%	19%	67%	57%
English Learners	0%	0%	0%	0%
Students with Disabilities	17%	5%	27%	18%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	58%	63%	78%	35%	40%	39%	54%	59%	56%
Mathematics	39%	42%	66%	36%	40%	44%	54%	56%	58%

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced

All Students in the LEA	61%	18%	22%	56%	28%	16%
All Students at the School	22%	14%	65%	34%	47%	19%
Male	40%	12%	48%	45%	36%	18%
Female	13%	15%	72%	29%	51%	20%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races	20%	12%	68%	33%	46%	21%
Socioeconomically Disadvantaged	33%	17%	50%			
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9	Unknown	Unknown	Unknown

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	5	6	7
Similar Schools	1	1	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	33	31	37
Black or African American			29
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			20
Two or More Races			
Socioeconomically Disadvantaged	58	1	41

English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	510	823	25,919	730	4,664,264	788
Black or African American	127	708	8,018	655	313,201	710
American Indian or Alaska Native	2		91	702	31,606	742
Asian	14	874	4,029	826	404,670	905
Filipino	2		243	808	124,824	869
Hispanic or Latino	73	818	9,975	701	2,425,230	740
Native Hawaiian or Pacific Islander	2		309	675	26,563	775
White	161	900	2,458	900	1,221,860	853
Two or More Races	98	810	529	869	88,428	849
Socioeconomically Disadvantaged	77	759	16,312	692	2,779,680	737
English Learners	6		10,835	701	1,530,297	716
Students with Disabilities	22	442	2,741	558	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		84
Percent of Schools Currently in Program Improvement		63.6%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		17.2	10.4		32.1	27.3		16.6	14.4
Graduation Rate		81.03	87.50		55.16	59.14		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	98%		N/D
Black or African American	100%		N/D
American Indian or Alaska Native	NA		N/D
Asian	100%		N/D
Filipino	NA		N/D
Hispanic or Latino	100%		N/D
Native Hawaiian or Pacific Islander	NA		N/D
White	96%		N/D
Two or More Races	100%		N/D

Socioeconomically Disadvantaged	100%		N/D
English Learners	NA		N/D
Students with Disabilities	100%		N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Not provided at OSA.

Career Technical Education Participation (School Year 2011–12)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	60.4%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	95.2%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	2	
Foreign Language	0	
Mathematics	1	
Science	0	
Social Science	2	
All courses	7	

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

OSA has a weekly professional development program for teachers, as well as 15 full days each school year. Teachers train on instructional strategy, school climate and the new and emerging Common Core standards.

Oakland School for the Arts

School Accountability Report Card, 2011-2012

Oakland Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org