

Oakland School for the Arts

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) 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., 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.



Donn Harris, Principal

Principal, Oakland School for the Arts

About Our School

Welcome to the SARC for Oakland School for the Arts, a public charter school serving 740 of the most creative, dynamic students imaginable. Located inside the Fox Theater in the Uptown Arts District of Oakland, OSA was part of the city's urban revitalization plan that has transformed the surrounding neighborhood and created a vital educational and artistic environment for the entire city to enjoy. OSA is also proud of the economic and cultural enrichment it brings to the city, with sold-out performances, gallery showings and a range of events bringing thousands of patrons to Uptown annually.

Donn Harris, Executive and Artistic Director

Contact

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

Phone: 510-873-8800
E-mail: info@oakarts.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Antwan Wilson
E-mail Address	antwan.wilson@ousd.k12.ca.us
Web Site	http://www.ousd.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Oakland School for the Arts
Street	530 18th St.
City, State, Zip	Oakland, Ca, 94612-1512
Phone Number	510-873-8800
Principal	Donn Harris, Principal
E-mail Address	info@oakarts.org
Web Site	www.oakarts.org
County-District-School (CDS) Code	01612593030772

Last updated: 2/17/2016

School Description and Mission Statement - Most Recent Year

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.

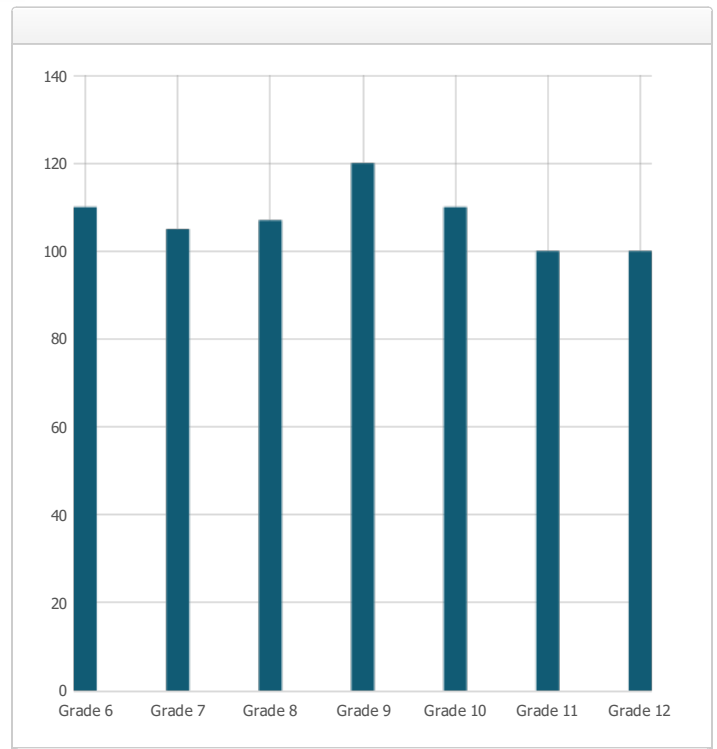
In addition, the school is part of a thriving arts community in Uptown Oakland and open its doors to everyone for performances and gallery showings. **OSA families are great ambassadors for the school and are involved in all aspects of school life.**

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.

Last updated: 2/17/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	110
Grade 7	105
Grade 8	107
Grade 9	120
Grade 10	110
Grade 11	100
Grade 12	100
Total Enrollment	742

*Last updated: 2/17/2016***Student Enrollment by Student Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	19.0 %
American Indian or Alaska Native	0.4 %
Asian	4.7 %
Filipino	0.7 %
Hispanic or Latino	14.2 %
Native Hawaiian or Pacific Islander	0.4 %
White	41.5 %
Two or More Races	24.7 %
Socioeconomically Disadvantaged	10.2 %
English Learners	0.9 %
Students with Disabilities	8.5 %
Foster Youth	0.3 %

Last updated: 2/17/2016

A. Conditions of Learning

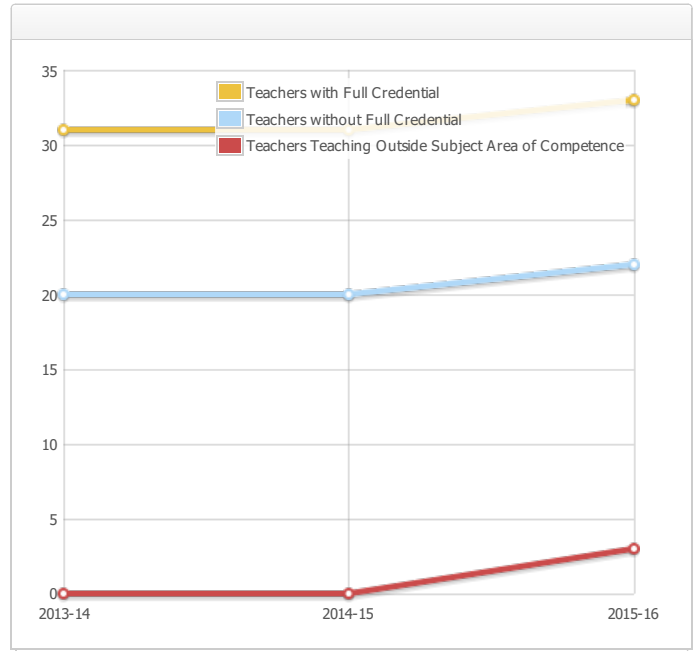
State Priority: Basic

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

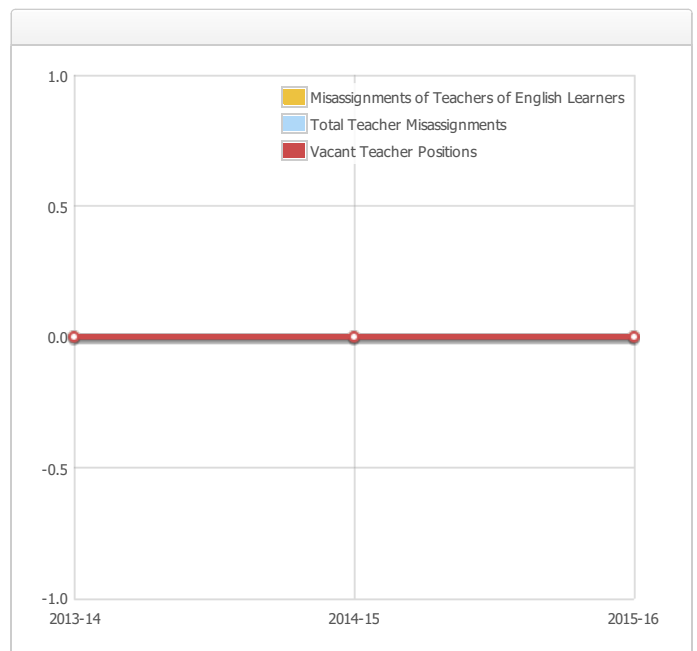
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	31	33	32
Without Full Credential	20	20	22	22
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	3	3



Last updated: 2/17/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 2/17/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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 - Most Recent Year

Year and month in which data were collected: January 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 program 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 Calculus 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 writing skills. Materials are used when they match the teacher-dricven curriculum design.	Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts	A range of materials and books to support our robust programs.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	Regular lab equipent for smaller, more scaled-down labs.	Yes	0.0 %

Last updated: 2/17/2016

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 utilizes 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.

Last updated: 2/17/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: September 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Good	NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	Possible upgrades soon for greater bandwidth and speed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	NA
Safety: Fire Safety, Hazardous Materials	Good	Some upgrade in science lab equipment being considered.
Structural: Structural Damage, Roofs	Good	NA
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	NA

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: September 2015

Overall Rating

Last updated: 2/17/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	28.0%	44.0%
Mathematics (grades 3-8 and 11)	50.0%	23.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/17/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
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Last updated: 2/17/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	115	107	93.0%	17.0%	30.0%	36.0%	14.0%
Male	115	34	29.6%	24.0%	41.0%	26.0%	6.0%
Female	115	73	63.5%	14.0%	25.0%	40.0%	18.0%
Black or African American	115	17	14.8%	41.0%	18.0%	29.0%	6.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	115	10	8.7%	--	--	--	--
Filipino	115	2	1.7%	--	--	--	--
Hispanic or Latino	115	16	13.9%	19.0%	56.0%	19.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	115	46	40.0%	9.0%	26.0%	43.0%	17.0%
Two or More Races	115	14	12.2%	29.0%	36.0%	36.0%	0.0%
Socioeconomically Disadvantaged	115	13	11.3%	8.0%	38.0%	38.0%	15.0%
English Learners	115	2	1.7%	--	--	--	--
Students with Disabilities	115	8	7.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 4 = Standard exceeded

Last updated: 2/17/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	106	103	97.2%	8.0%	15.0%	47.0%	29.0%
Male	106	28	26.4%	11.0%	25.0%	43.0%	18.0%
Female	106	75	70.8%	7.0%	11.0%	48.0%	33.0%
Black or African American	106	15	14.2%	20.0%	27.0%	40.0%	7.0%
American Indian or Alaska Native	106	1	0.9%	--	--	--	--
Asian	106	8	7.5%	--	--	--	--
Filipino	106	1	0.9%	--	--	--	--
Hispanic or Latino	106	15	14.2%	20.0%	13.0%	40.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	106	39	36.8%	0.0%	3.0%	56.0%	38.0%
Two or More Races	106	23	21.7%	9.0%	30.0%	35.0%	26.0%
Socioeconomically Disadvantaged	106	10	9.4%	--	--	--	--
English Learners	106	1	0.9%	--	--	--	--
Students with Disabilities	106	3	2.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	120	104	86.7%	8.0%	21.0%	52.0%	18.0%
Male	120	35	29.2%	11.0%	26.0%	51.0%	11.0%
Female	120	69	57.5%	6.0%	19.0%	52.0%	22.0%
Black or African American	120	14	11.7%	21.0%	43.0%	21.0%	14.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	120	5	4.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	120	19	15.8%	11.0%	37.0%	37.0%	16.0%
Native Hawaiian or Pacific Islander	120	1	0.8%	--	--	--	--
White	120	50	41.7%	4.0%	4.0%	64.0%	26.0%
Two or More Races	120	13	10.8%	8.0%	38.0%	54.0%	0.0%
Socioeconomically Disadvantaged	120	14	11.7%	7.0%	43.0%	43.0%	7.0%
English Learners	120	1	0.8%	--	--	--	--
Students with Disabilities	120	5	4.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	90	79	87.8%	3.0%	14.0%	29.0%	52.0%
Male	90	20	22.2%	0.0%	30.0%	35.0%	30.0%
Female	90	59	65.6%	3.0%	8.0%	27.0%	59.0%
Black or African American	90	18	20.0%	11.0%	11.0%	67.0%	6.0%
American Indian or Alaska Native	90	1	1.1%	--	--	--	--
Asian	90	5	5.6%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	90	7	7.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	90	35	38.9%	0.0%	11.0%	20.0%	66.0%
Two or More Races	90	11	12.2%	0.0%	0.0%	36.0%	64.0%
Socioeconomically Disadvantaged	90	18	20.0%	11.0%	6.0%	61.0%	22.0%
English Learners	90	0	0.0%	--	--	--	--
Students with Disabilities	90	10	11.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 2/17/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	115	105	91.3%	25.0%	33.0%	29.0%	10.0%
Male	115	33	28.7%	33.0%	36.0%	18.0%	12.0%
Female	115	72	62.6%	21.0%	32.0%	33.0%	10.0%
Black or African American	115	16	13.9%	38.0%	31.0%	25.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	115	10	8.7%	--	--	--	--
Filipino	115	2	1.7%	--	--	--	--
Hispanic or Latino	115	16	13.9%	44.0%	31.0%	25.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	115	45	39.1%	11.0%	40.0%	31.0%	16.0%
Two or More Races	115	14	12.2%	43.0%	36.0%	21.0%	0.0%
Socioeconomically Disadvantaged	115	13	11.3%	38.0%	23.0%	15.0%	23.0%
English Learners	115	2	1.7%	--	--	--	--
Students with Disabilities	115	6	5.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	106	103	97.2%	9.0%	21.0%	35.0%	33.0%
Male	106	28	26.4%	11.0%	21.0%	29.0%	36.0%
Female	106	75	70.8%	8.0%	21.0%	37.0%	32.0%
Black or African American	106	15	14.2%	27.0%	33.0%	27.0%	7.0%
American Indian or Alaska Native	106	1	0.9%	--	--	--	--
Asian	106	8	7.5%	--	--	--	--
Filipino	106	1	0.9%	--	--	--	--
Hispanic or Latino	106	15	14.2%	20.0%	20.0%	33.0%	27.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	106	38	35.8%	0.0%	18.0%	37.0%	45.0%
Two or More Races	106	24	22.6%	8.0%	25.0%	33.0%	29.0%
Socioeconomically Disadvantaged	106	10	9.4%	--	--	--	--
English Learners	106	1	0.9%	--	--	--	--
Students with Disabilities	106	4	3.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	120	105	87.5%	25.0%	31.0%	22.0%	19.0%
Male	120	35	29.2%	26.0%	29.0%	26.0%	17.0%
Female	120	70	58.3%	24.0%	33.0%	20.0%	20.0%
Black or African American	120	14	11.7%	64.0%	21.0%	14.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	120	5	4.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	120	20	16.7%	35.0%	35.0%	15.0%	10.0%
Native Hawaiian or Pacific Islander	120	1	0.8%	--	--	--	--
White	120	50	41.7%	8.0%	32.0%	30.0%	26.0%
Two or More Races	120	13	10.8%	38.0%	23.0%	23.0%	15.0%
Socioeconomically Disadvantaged	120	14	11.7%	64.0%	29.0%	7.0%	0.0%
English Learners	120	1	0.8%	--	--	--	--
Students with Disabilities	120	5	4.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	90	79	87.8%	29.0%	22.0%	27.0%	19.0%
Male	90	20	22.2%	35.0%	30.0%	15.0%	15.0%
Female	90	59	65.6%	27.0%	19.0%	31.0%	20.0%
Black or African American	90	18	20.0%	39.0%	39.0%	11.0%	0.0%
American Indian or Alaska Native	90	1	1.1%	--	--	--	--
Asian	90	5	5.6%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	90	7	7.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	90	35	38.9%	29.0%	14.0%	29.0%	26.0%
Two or More Races	90	11	12.2%	27.0%	9.0%	45.0%	18.0%
Socioeconomically Disadvantaged	90	18	20.0%	50.0%	22.0%	22.0%	6.0%
English Learners	90	0	0.0%	--	--	--	--
Students with Disabilities	90	10	11.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/17/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	75.0%	73.0%	79.0%	43.0%	44.0%	38.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/17/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	38.0%
All Students at the School	79.0%
Male	82.0%
Female	77.0%
Black or African American	42.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	75.0%
Native Hawaiian or Pacific Islander	--
White	89.0%
Two or More Races	88.0%
Socioeconomically Disadvantaged	69.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/17/2016

Career Technical Education Programs (School Year 2014-15)

OSA does not have any formal CTE programs.

Last updated: 2/17/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	56.9%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	98.6%

State Priority: Other Pupil Outcomes

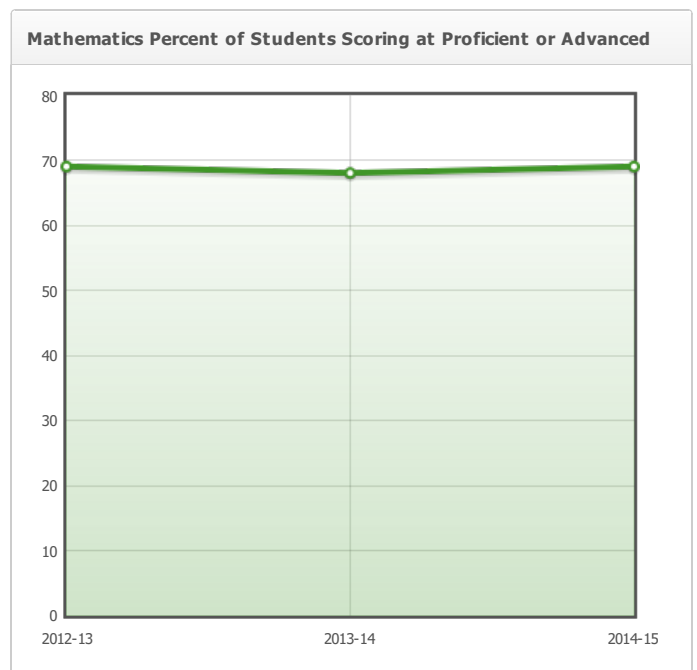
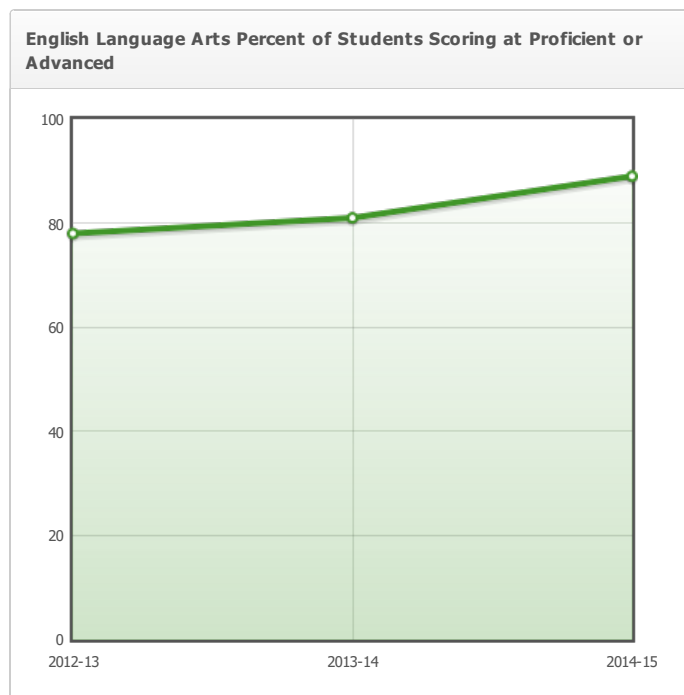
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	78.0%	81.0%	89.0%	41.0%	36.0%	39.0%	57.0%	56.0%	58.0%
Mathematics	69.0%	68.0%	69.0%	45.0%	40.0%	40.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/17/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	56.0%	21.0%	24.0%	53.0%	29.0%	18.0%
All Students at the School	11.0%	21.0%	68.0%	31.0%	48.0%	22.0%
Male	16.0%	20.0%	64.0%	27.0%	49.0%	24.0%
Female	8.0%	22.0%	70.0%	33.0%	47.0%	20.0%
Black or African American	36.0%	41.0%	23.0%	64.0%	36.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	13.0%	25.0%	63.0%	41.0%	29.0%	29.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	4.0%	12.0%	84.0%	14.0%	57.0%	29.0%
Two or More Races	0.0%	27.0%	73.0%	36.0%	50.0%	14.0%
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	45.0%	18.0%	36.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/17/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.8%	35.9%	51.1%
9	--	--	--

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.

Last updated: 2/17/2016

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 - Most Recent Year

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 is 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 newsletter is also distributed.

State Priority: Pupil Engagement

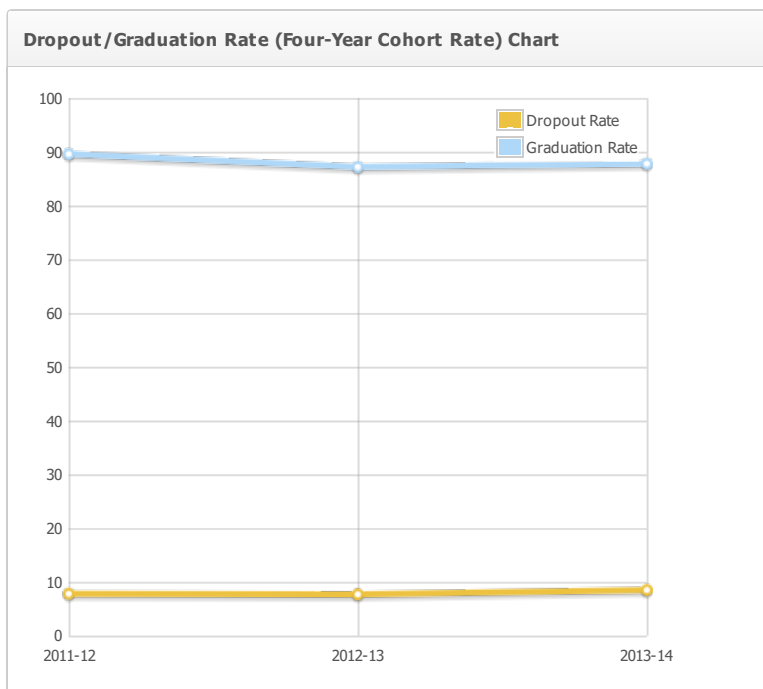
Last updated: 2/17/2016

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	7.8%	7.7%	8.5%	25.4%	21.7%	23.9%	13.1%	11.4%	11.5%
Graduation Rate	89.60	87.20	87.80	59.00	62.80	60.50	78.87	80.44	80.95



Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	95	73	84
Black or African American	87	69	76
American Indian or Alaska Native	96	69	78
Asian	100	79	92
Filipino	93	67	96
Hispanic or Latino	0	72	81
Native Hawaiian or Pacific Islander	70	68	83
White	73	82	89
Two or More Races	69	81	82
Socioeconomically Disadvantaged	69	73	81
English Learners	79	54	50
Students with Disabilities	67	59	61
Foster Youth	--	--	--

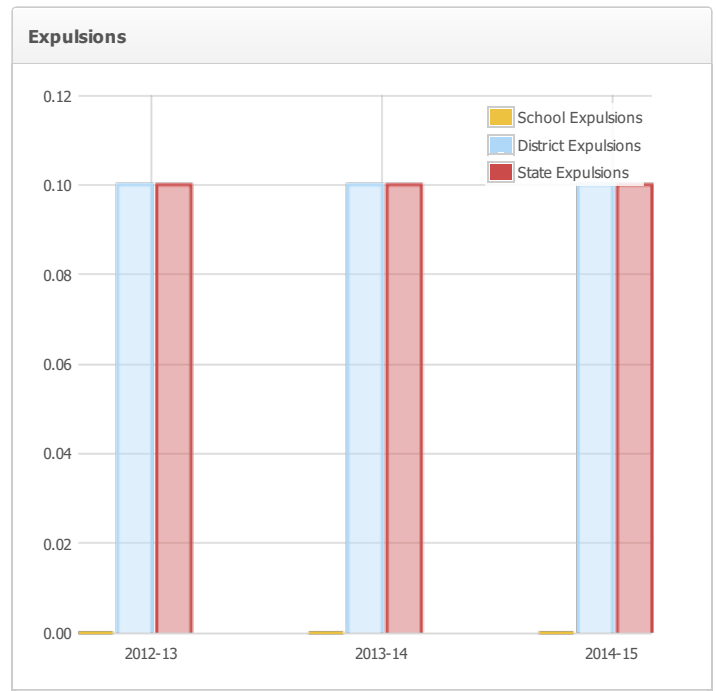
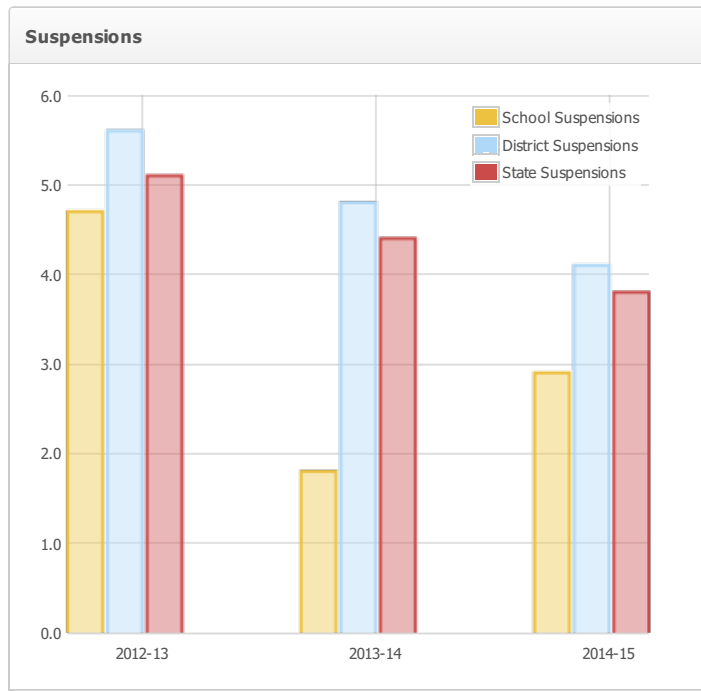
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.7	1.8	2.9	5.6	4.8	4.1	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 2/17/2016

School Safety Plan - Most Recent Year

OSA has a Safety Committee that meets regularly and devises the school safety 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.

Last updated: 2/17/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
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	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	Yes	Yes	

Last updated: 2/17/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	88
Percent of Schools Currently in Program Improvement	N/A	82.2%

Note: Cells with NA values do not require data.

Last updated: 2/17/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6	26.0	0	9	0	31.0	7	4		28.0	0	15	
Other												

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

Last updated: 2/17/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.0	3	13	3	28.0	6	10	5	24.0	10	16	3
Mathematics	23.0	9	9	2	28.0	3	11	4	27.0	2	12	1
Science	26.0	3	9	4	28.0	3	12	4	26.0	4	15	1
Social Science	27.0	4	6	7	24.0	7	11	3	26.0	3	20	

* 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: 2/17/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.5	150.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	2.0	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.

Last updated: 2/17/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$55670.0
Percent Difference – School Site and District	N/A	N/A	100.0%	3.0%
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/17/2016

Types of Services Funded (Fiscal Year 2014-15)

OSA receives daily attendance fusing 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.

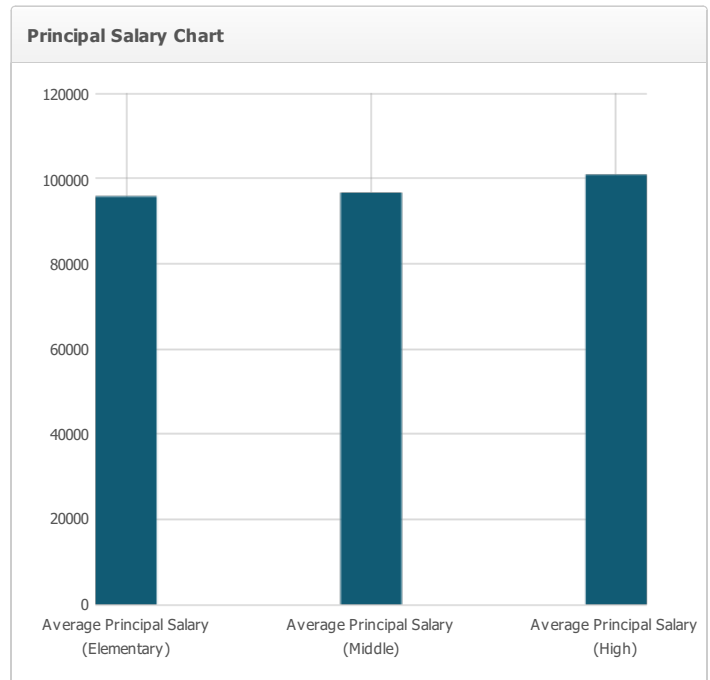
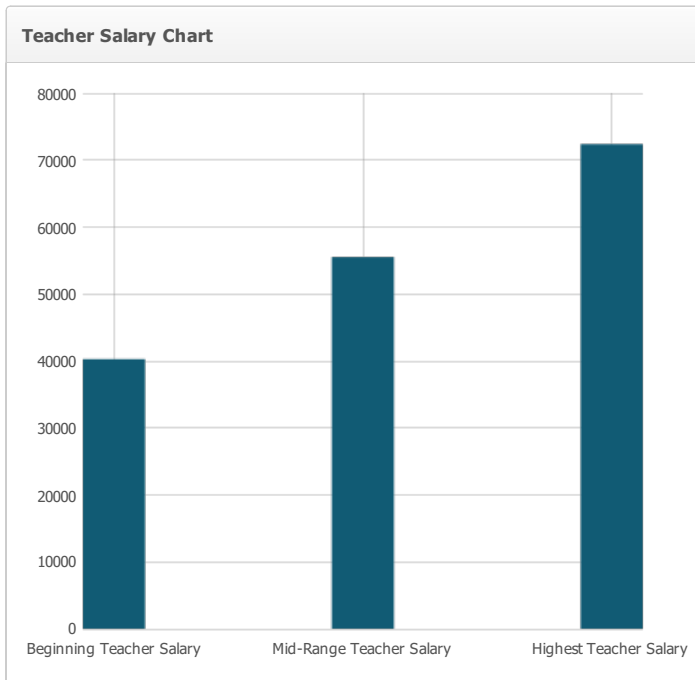
The Learning Center is funded by the school and allows for students falling below standard to receive direct instructional services.

Last updated: 2/17/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,277	\$43,165
Mid-Range Teacher Salary	\$55,525	\$68,574
Highest Teacher Salary	\$72,386	\$89,146
Average Principal Salary (Elementary)	\$95,768	\$111,129
Average Principal Salary (Middle)	\$96,642	\$116,569
Average Principal Salary (High)	\$100,885	\$127,448
Superintendent Salary	\$255,001	\$234,382
Percent of Budget for Teacher Salaries	29.0%	38.0%
Percent of Budget for Administrative Salaries	9.0%	5.0%

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



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Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	8	25.0%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

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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 productions 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 continuous growth as teachers are in control of their learning and can individually craft a PD plan and then follow it through with their colleagues.

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