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DIRECTOR

April 13, 2005

Dr. Randolph Ward
Superintendent
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

LEGISLATIVE FILE

File ID No. 05-0452

Introduction Date 4/13/05

Enactment No. _____

Enactment Date _____

By _____

Dear Dr. Ward:

Oakland School for the Arts proposes to amend its charter to include 6th, 7th, and 8th grades.

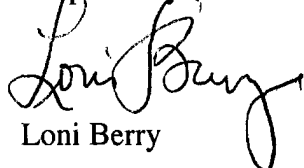
Many Oakland students do not receive the early training and foundation needed to maximize their potential in the arts, particularly in music and dance. By expanding our curriculum to include 6th, 7th, and 8th grade students, OSA can better support the development of these students' artistic and academic skills and increase their life possibilities and options.

Our plan is to continue our current admissions process, which requires an audition. This process allows OSA to identify not only the students who have developed adequate skill levels, but also those students who have a commitment and a desire for arts training. Ultimately, our goal is to maximize each student's preparation time, enhancing their chances for success in the competitive fields of the arts.

This proposed amendment includes approximately 50 students in 6th grade, 50 students in 7th grade and 50 students in 8th grade. Our intent is to fill all grades in Fall 2005. The current charter is enclosed, as well as the proposed amendments.

Thank you for your consideration.

Respectfully submitted,


Loni Berry

CHARTER
of the
Oakland School for the Arts Charter School:
A California Public Charter School

Oakland School for the Arts will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. It will not charge tuition or discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

ELEMENT A: EDUCATIONAL PROGRAM

The mission of Oakland School for the Arts is to provide students with intensive pre-professional training in the arts, while maintaining high academic standards within a college-preparatory curriculum.

WHOM THE SCHOOL WILL EDUCATE

Oakland School for the Arts aims to nurture artistic talent in middle and high school-aged students who may not have access to instruction or opportunities.

Oakland School for the Arts will ultimately serve approximately 550 students in grades 6-12. In order to accomplish this enrollment goal, the school opened in phases. The school opened its doors to a 9th grade class of approximately 100 students in September 2002. Oakland School for the Arts then added an additional 9th grade in 2003 and 2004. During the 2005-2006 school year, the school will add another 9th grade class of approximately 100 students and, in addition, add approximately 50 students in 6th grade, 50 students in 7th grade and 50 students in 8th grade. Beginning in the 2006-2007 school year Oakland School for the Arts will primarily recruit 6th graders and 9th graders, ultimately serving approximately 550 students.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

An “educated person” in the 21st century should possess both strong academic skills and an understanding of the arts. In addition, students must develop certain “life skills,” such as self-discipline, citizenship, and leadership ability. See Element B of this charter, “Measurable Pupil Outcomes,” for Oakland School for the Arts specific student exit outcomes. The student performance goals in Oakland School for the Arts integrated arts and academic educational program will enable our pupils to become self-motivated, competent, lifelong learners.

HOW LEARNING BEST OCCURS

Oakland School for the Arts' educational program will combine intensive art training and traditional rigorous college-preparatory academic curriculum. The curriculum will emphasize discipline, personal motivation, and self-awareness. Students will devote half of their time to study in their major art disciplines and half of their time in academic classes.

This program will also integrate art into the academic classes in order to foster creative and critical thinking skills while encouraging the use of "multiple intelligences," as theorized by Harvard Professor, Howard Gardner. His theory states that intelligence takes many forms other than the verbal-linguistic form. He states that there are seven areas of intelligence: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal.¹ Oakland School for the Arts' instructional program will develop all of these seven areas of intelligence among each of our students.

The traditional academic curriculum will include the "core" areas of math, language arts, science, and history/social science, as well as world languages. During the first year of operation, the arts curriculum will include dance, music, and theater. Depending upon available resources and feasibility, Oakland School for the Arts' arts offerings may expand in future years to also include visual and other creative arts.

Unlike many traditional high schools, the arts program that Oakland School for the Arts offers will be more than a series of "elective" arts classes. Instead, Oakland School for the Arts will offer a fully pre-professional program that will provide students with the technical, creative, business, and academic skills that they will need to pursue careers in the arts. The school will also provide students with exposure, experience, training, and performance opportunities in the vast professional world of the arts. The school will aggressively pursue partnerships with local and national performing arts groups and companies with a vested interest in the performing arts such as technology, film, and television companies. Through these partnerships, the school will create internships and apprenticeships for our students that will continuously benefit the school and companies involved by providing them with able students who possess a strong desire to work and learn in their field of interest.

Academics- The academic program will be a college-preparatory program that may include honors and advanced placement courses when they further and support the mission of the school. The academic classes are in line with the University of California "a-g" requirements and Oakland Unified School District standards.

Courses may include and would not be limited to: English, Honors English, Advanced Placement English, Writing/ Algebra I & II, Trigonometry, Geometry, Pre-Calculus, Calculus/ Physical Science, Biology, Chemistry, and Physics (with Advance Placement in at least two of the science

¹ Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, Inc.: 1993.

disciplines)/ World History, U.S. History, American Government, and Economics (Business of Art)/ Art & Culture, Elements of Art classes/ World Languages I – IV (Latin, French, Spanish)/ Health & PE (martial arts- example Tai Chi)/ Technology.

English Language Learners- Based on student need, ELD classes will be provided to students; teachers will be certified with CLAD credential.

Dance- A comprehensive program of classes in traditional modern techniques to prepare students for advanced college-level dance programs, as well as for future work with professional companies and theatrical, television, or film productions.

Courses may include, but would not be limited to: Modern I-IV, Dance History, Music for Dancers, African techniques (to be announced), Asian techniques (to be announced), and Latin techniques, Ballet I-IV, Pointe I-IV, repertoire.

Music- The music program will provide comprehensive preparation in vocal or instrumental music. In addition to technique studies, students will study music theory and literature.

Courses may include and would not be limited to: Music Theory I-IV, Music Composition, Music Literature (will be incorporated into English classes), Piano I-II, Performance Ensembles (Chorus, Jazz Ensemble, Flute Ensemble, Woodwind, Brass and Percussion, Flute Ensemble, Wind ensemble, Orchestra, Ethnic Drumming), private lesson (Vocal / Instrumental).

Theatre- The theatre department will incorporate an acting and a theatre design and technology curriculum to prepare students to become life-long learners on stage, in front of the camera, or behind-the-scenes.

Courses may include but would not be limited to: Introduction to Theatre, Theatre History, Acting I-IV, Introduction to Design, Directing, Production, Stage Movement and Physical Actors Training, Voice & Diction I-III, Film & Video, Stagecraft.

Where funding and other necessary resources allow, additional courses will be offered.

Special Education: The Charter school will form a Student Success/ Consultation Team (SST). After a student has been through the SST process, a referral may be directed to special education. Students in need of services will be provided with them based on an Individual Education Program (IEP). Those students in a Resource Specialist Program (RSP) will have their needs addressed in the general education and classroom setting.

Because of the demands of both a rigorous academic and arts programs the school will have an extended day. Classes will begin around 8:00 AM and end around 5:25 PM. Students will spend five class periods in academics and five in arts classes. After-school rehearsal time may often be required.

A typical school day will be organized in the following manner:

(This is a sample. Exact start, end, and class schedule times may vary.)

- 5 academic/ 5 arts
- 90/45-minute periods starting around 8:00 AM and ending around 5:25 PM

GRADES 9-12		GRADES 6-8	
8:00 - 8:50	Period 1	8:00 - 8:50	Period 1
8:55 - 9:40	Period 2	8:55 - 9:40	Period 2
9:45 - 10:30	Period 3	9:45 - 10:30	Period 3
10:35 - 11:20	Period 4	10:35 - 11:20	Period 4
11:25 - 12:10	Period 5	11:25 - 12:10	LUNCH
12:15 - 1:00	LUNCH	12:30 - 1:15	Period 6
1:05 - 1:50	Period 7	1:05 - 1:50	Period 7
1:55 - 2:40	Period 8	1:55 - 2:40	Period 8
2:45 - 3:30	Period 9	2:45 - 3:30	Period 9
3:30 - 3:50	BREAK		
3:50 - 4:35	Period 10		
4:40 - 5:25	Period 11		

Students will attend art and academic classes in blocks (i.e. academics in the morning and arts in the afternoon). Students in lower grades 6-8 have a shorter school day.

9th grade track estimates for the arts (out of approximately 80-100 incoming students):

Theatre - 30

Dance - 30

Music - 40 (50% instrumental, 50% vocal)

Performances and visiting artists are also integral parts of the learning process. The dance, theatre, and music departments will ultimately (although maybe not in the first year) present two public performances per year. Students will gain professional experience through the school's affiliations with local and national arts and cultural institutions. Students will also be given the opportunity to participate in performances and master classes with nationally and internationally renowned visiting artists.

To maximize student achievement, Oakland School for the Arts will provide small classes. In addition to small classes, we would like to offer apprenticeships/internships to 12th grade students. By creating partnerships with local art groups & companies, we would like to be able to offer students more hands-on learning experiences, especially from a business standpoint. Whenever possible, students will perform with local professional companies to gain experience. Students will gain further experience by regularly visiting ballets, operas, museums, and theaters.

Student achievement will be based upon achievement in both the academic and art disciplines. In addition to focusing on the development of their art technique, students will be expected to study materials relevant to their respective arts areas. Students read and discuss various art critiques and reviews, write research papers, and become knowledgeable about the literature, history, and social impact of their art discipline. Students will also complete self-critiques and peer critiques of artwork.

Oakland School for the Arts seeks to serve as a catalyst for increased arts education in the City of Oakland. Based upon sufficient resources and other feasibility issues, Oakland School for the Arts hopes to offer extra-curricular activities in the future, which may include such programs as:

- a summer camp
- an after-school program
- community and school district arts outreach activities

The summer camp and after-school program would target elementary and middle-school-aged youth with interest in the arts. Because the charter school needs to draw its students from a strong talent base, it is extremely important for the school to set up a program that serves younger students.

The Baltimore School for the Arts has an after-school program that provides special instruction to youth. Approximately thirty percent of their incoming 9th grade students were enrolled in their after-school program, and they are looking to increase that number. Oakland School for the Arts will also establish an after-school tutorial program in which the school's students will act as tutors to students in the district. The school also proposes to provide classes (to district teachers) on the integration of art into existing academic classes to improve student learning.

In addition to the summer camp and after-school program, Oakland School for the Arts would like to develop a program of community outreach that will bring students and the community-at-large to the charter school for enriching artistic performances. The charter school will also have a special public health component in which performing arts therapy will be used in a community outreach setting.

STATEMENT OF NEED

There is a great need to create a first-class, pre-professional arts high school in the City of Oakland. Gifted young artists need highly specialized and intense arts training in order to compete and succeed at a professional level. Currently, there is no high school environment with a curriculum completely devoted to intense pre-professional training in the arts. Academics and art, and the integration of the two, should be of equal importance to the city's young, aspiring artists.

Model arts schools, such as the Houston School for the Visual & Performing Arts and the Baltimore School for the Arts are prime examples of successful high school programs in the country. At each of these schools, students are matriculating in their arts courses for one-third and one-half of the total school day, and both schools boast exceptional rankings academically as well as artistically. While many of the graduates of the Houston school go on to art institutes, conservatories, and professional careers; over 90% of their seniors are accepted by major universities throughout the United States. Based on test scores, the Houston school has been consistently ranked among the top three schools in Texas.² These statistics only reinforce the fact that arts education fosters and supports academic excellence.

Chronic low achievement for high school students plagues the Oakland Unified School District. The district schools are overcrowded, lack parental involvement and support, and have a high school dropout rate of 100 students per grade³. In addition, the number of seniors graduating from the Oakland Unified School District without the classes required to continue in the University of California or California State school systems is staggering. Out of 281 Latino graduates, only 56 (19.9%) were eligible to attend schools in the California system. Similarly, only 18.2% of the African-American graduates and 51% of the white graduates left high school with the required course work.⁴

There is much empirical evidence demonstrating that students who participate in arts programs perform extremely well academically.⁵ It is our goal to integrate arts into all areas of a traditional academic program to enable our students to develop sufficient skills to pursue post-secondary education.

In addition, arts education integrated into the academic classroom provides a powerful catalyst for fostering and developing critical thinking skills, including the understanding of multiple perspectives. “The study of arts, with their potential to communicate ideas, emotions, and values, will continue to be key to understanding the world’s culture and civilizations legacies. And the arts will always be the lens that enables us to see a rapidly evolving world with a clear and critical eye.”⁶ The pre-professional art student at Oakland School for the Arts will be

² Houston School for the Visual & Performing Arts – <http://www.hspva.org/info/admission.html>

³ California Department of Education, Educational Demographics Unit, District Level Reports. *Oakland Unified School District - Dropout Rates for Grades 9-12 (1997- 1998)*.

⁴ California Department of Education, Educational Demographics Unit, District Level Reports. *Oakland Unified School District - Numbers of 12th Grade Graduates in California Public Schools, Completing all Courses Required for U.C. and/or C.S.U. Entrance (1997-1998)*.

⁵ 1. “Jim Catterall’s analysis of the Department of Education’s NELS database of 25,000 students demonstrates that students with high levels of arts participation outperform ‘arts-poor’ students by virtually every measure.” Fiske, Edward B. ed. *Champions of Change – The Impact of the Arts on Learning*. The Arts Education Partnership and The President’s Committee on the Arts and the Humanities. Washington, DC: October 1999.

2. “Arts courses should be required as part of the general education of all K-12 students. Such courses should provide students opportunities to learn vocabulary, concepts, history, styles, techniques, and methods in the arts.” Terry Zeller. Her research supports the arts as a strong intellectual component in curriculum. She sites high level academic success by graduates of arts high schools in Baltimore, New York, and North Carolina. Zeller, Terry. *A Nation at Risk: Mandate for change in arts education*. Art Education, July 1984.

⁶ Artsednet.getty.edu. 1999. J. Paul Getty Trust.

charged with the responsibility of learning a second world language and with studying various cultures to enrich his or her own artist capacity.

How the school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college requirements (*Sec. 47605 (A)(ii)*). OSA will continually inform parents through vehicles like presentations (e.g. at parent's night), the student handbook, parent-teacher meetings, and student-counselor conferences. The school will educate its parents and students on the "A-G" curriculum requirements to enter U.C. and Cal State systems. Having already received WASC accreditation, the school will constantly assess its curriculum (through class development and monitoring) to ensure that it continues to meet accreditation requirements as well as conform to state content standards. In this way, students will receive the full possible extent of coursework credit upon transferring to another public high school or going on to college.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

All students will demonstrate that they have obtained the skills, knowledge, and attitudes specified in the school's educational program. Students in lower grades (6-8) will adhere to a curriculum focused on preparing them for high school at Oakland School for the Arts. Charter school graduation standards will be integrated with the Oakland Unified School District and University of California Standards, and students will have the opportunity to fulfill all "a-g" requirements as outlined in the school's handbook. College counseling will ensure that students meet offered requirements for college admission. Therefore, upon graduation, students will demonstrate appropriate grade level mastery of:

ACADEMIC SKILLS

History/Social Science- Students will be required to complete two years of History and Social Science during grades 9-12. They will take one year of U.S. History and American Government and one year of world history, cultures, and geography. Students will be able to analyze the relationship of major events and significant ideas that have shaped the history of the United States and the world; evaluate the impact of major belief systems (religion and philosophy) on the historical development of the world; ask historical questions, evaluate historical data, compare and contrast differing sets of ideas, and consider multiple perspectives; analyze how the experiences and contributions of peoples of diverse cultures have influenced the development of societies past and present; and analyze the ways in which values of specific societies shaped and influenced their past and present social issues and political decisions, especially as related to the arts.

Student in lower grades will begin by studying World History and Geography in 6th and 7th grades and U.S. History and Geography in 8th grade. They will understand and be able to distinguish cause, effect, sequence, and correlation in historical events. Students will learn to recognize that interpretations of history are subject to change as new information is uncovered. Ultimately,

they will be able to assess the credibility of primary and secondary sources, and to draw sound conclusions from them. They will also interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Mathematics- Students will be required to take three years (grades 9-12) of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Students will develop abilities to reason logically and to understand and apply these mathematical processes and concepts. Students will also be able to make connections among related mathematical concepts and apply these concepts to other content areas, to the arts, and to the world of work. In addition, students will be able to analyze how the field of mathematics continues to respond to changing societal and cultural forces.

Required math curriculum for grades 8 through 12 will include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts.

Students in lower grades 6 and 7 will have mastered arithmetic operations and will be introduced to basic algebra, geometry, statistical analysis and graphing functions. Successful completion of general math and pre-Algebra will prepare 8th grade students to enroll in Algebra I, the first of three required college-preparatory mathematics courses.

Language Arts- Students will be required to take English classes in all grades (6-12), including four years of college-preparatory in grades 9-12. English classes will include frequent and regular writing, and reading of classic and modern materials. Students will be able to read critically, write clearly and creatively, and speak effectively. They will also be able to comprehend and evaluate literal and implied meaning in multiple forms of expression and media (e.g. written, oral, multi-media).

Science- Students will be required to take two years of laboratory science providing fundamental knowledge in at least two of the three science disciplines of biology, chemistry, and physics. Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying these various branches of science. Students in the lower grades (6-8) will focus on the physical, earth, and life sciences in accordance with the State Department of Education frameworks for science.

World Language- Students in grades 6-8 will take introductory language classes in a language other than English. For students in grades 9-12, two years of study in a language other than English will be required. Students will demonstrate strong reading, writing, and speaking skills in at least one other language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language. Students will be able to sustain a brief conversation on simple everyday topics and demonstrate the basic structural patterns in the present, past, and future tenses, the subjunctive, and commands. They will also

be able to summarize, in writing, the main points of a relatively simple reading passage not involving specialized vocabulary.

English Learners- Students will gain proficiency in reading, writing, and listening and speaking skills in English. Students will at least be able to negotiate and initiate social conversations, consistently use appropriate ways of speaking, prepare and deliver presentations/ reports, and speak clearly and comprehensibly using Standard English. “Mastery” of these courses by students will be determined according to their individual proficiency levels.

In order to support the school’s mission of providing a college-preparatory education to its students, additional courses may be required.

ARTS SKILLS

Students in grades 9-12 take classes for four years in their major art disciplines. They will develop creative, technical, and business skills in their respective art majors. Students in grades 6-8 take introductory classes in a range of art disciplines. This program will provide 6th – 8th grade students with a solid foundation in the arts that will allow for more successful development during high school years.

Dance- Students will have communication skills that include body awareness, motor efficiency, and multi-sensory integration. They explore the elements of dance (time, space, and energy) and perform and describe dance movement using the skills and terminology of dance. Students use choreographic principles and processes to express perceptions, feelings, images, and thought. They create and communicate meaning through dance improvisation, composition, and performance. Students understand historical contributions and cultural dimensions in dance. Students analyze, interpret, derive meaning from, and critically assess works of dance and the performance of dancers based on learned aesthetic principles and cultural context. Students apply what they learn in dance to learning across disciplines. They develop competencies in problem-solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills. A comprehensive program of classes in traditional modern techniques, as well as ballet and various ethnic techniques, to prepare students for advanced college-level dance programs, and work with professional companies and theatrical, television, or film productions.

Music- Students will possess an understanding of artistic perception--processing, analyzing, and responding to sensory information through the language and skills unique to the arts. Students will create, perform, and participate in their music. They will develop vocal and instrumental skills in order to perform a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments. Students will understand historical contributions and cultural dimensions of music. Students will understand how to describe, analyze, interpret, and derive meaning from musical works. Students will apply what they learn in music to other subject areas. They develop competencies in problem-solving, communication

skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills. The music program will provide comprehensive preparation in vocal or instrumental music. In addition to technique studies, students will study music theory and literature.

Theatre- Students will be able to process, analyze, and respond to sensory information through the language and skills unique to theatre. Students perceive the environment and respond using movement and voice. They observe informal productions, theatrical productions, films, and electronic media and respond to them, using the vocabulary and language of theatre. Students will possess skills and knowledge in acting, directing, and script writing through their own experience and imagination as well as through research of literature and history. They will create and perform theatrical productions and explore the elements and technology of theatrical production through varied media. Students will understand the historical and cultural dimensions of the arts. Students can describe analyze, interpret, and derive meaning from works of theatre. They develop criteria and make critical judgements about and determine the quality of theatre experiences and performances based on elements and principles of theatre. Students apply what they learn in theatre to other subject areas. They develop competencies in problem-solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning. The theatre department will incorporate acting & a theatre design and technology curriculum to prepare students to become life-long learners on stage, in front of the camera, or behind-the-scenes.

“LIFE SKILLS”

Students will develop and demonstrate skills necessary for them to pursue a successful adult life, including:

- Strong citizenship and leadership skills by planning and implementing a community arts outreach project
- Higher education continuance skills – e.g. by completing college applications and financial aid forms
- Career development skills – e.g. by developing resumes and job internship skills
- Self-discipline skills--including effective study habits, the ability to initiate and complete projects

Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their Individual Education Plans or English proficiency levels.

The above student exit outcomes will be further subdivided into a list of specific “classroom-level” skills required in each of the above areas at different grade and skill levels. These specific grade and skill-level standards will incorporate those included in the California state content and

performance standards and the Education Round Table's math and language arts standards. Students wishing to enroll in a public university in California will have the opportunity to pursue a course of study at Oakland School for the Arts which meets the "a-g" requirements. In addition to attaining specific classroom-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of "benchmark" performances at various points throughout their experience at Oakland School for the Arts.

In order to best serve our students and community, Oakland School for the Arts will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support our mission. The school may submit to the OUSD board at any time prior to expiration a description of any changes to the above student outcomes as an amendment of the charter. The district agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b) and the "Amendments" provision of this charter.

ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARDS OUTCOMES

Pupil progress toward stated outcomes is to be assessed via the following:

<u>Exit Outcomes</u>	<u>Curriculum</u>	<u>Assessment</u>
Academic skills	<ul style="list-style-type: none"> • skill-building classes • college-preparatory classes • cooperative group work • community internships • interdisciplinary projects 	<ul style="list-style-type: none"> • Standardized tests, including the state assessments (such as, but possibly not necessarily limited to STAR, SAT, high school exit exam*) • Alternative assessments, such as portfolios and exhibitions • Other assessments, such as ongoing teacher observations and assessments, class attendance, and participation
Life skills	<ul style="list-style-type: none"> • skill-building classes • interdisciplinary projects • cooperative group work 	<ul style="list-style-type: none"> • Alternative assessments, such as portfolios and exhibitions, community outreach • Other assessments, such as ongoing teacher observations and assessments, class attendance, and participation
Art skills	<ul style="list-style-type: none"> • skill-building classes • interdisciplinary projects • cooperative group work • internships and/or apprenticeships 	<ul style="list-style-type: none"> • Alternative assessments, such as portfolios and public exhibitions and performances • Other assessments, such as ongoing teacher observations and assessments, class attendance, and participation

*Oakland School for the Arts will follow state guidelines for administering the California High School Exit Exam.

ELEMENT D: GOVERNANCE STRUCTURE

Oakland School for the Arts will constitute itself as a California Non-Profit Public Benefit Corporation pursuant to California law. The school will maintain in effect general liability and board errors and omissions insurance policies. The governing board will be governed by the

bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The governing board's major roles and responsibilities will include, among other things, establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and evaluating the top administrative staff.

The members of the governing board will have diverse experience and expertise, including but not limited to, educational, legal, and financial expertise and broad experience in the arts. The board will be composed of parents, teachers, community members and business leaders, with the exact size and composition to be determined according to the bylaws. The school's bylaws state that one representative of the governing board of the Oakland Unified School District will serve on the school's governing board. In addition, a non-voting advisory council consisting of parents and community leaders will be formed to provide additional expertise and guidance to the board and school director.

Oakland School for the Arts shall appoint, elect, or hire a director or principal who will be responsible for day-to-day operations of the school. This principal will be responsible for implementing the policies determined by the governing body in making the day-to-day management decisions.

Oakland School for the Arts will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability.

Oakland School for the Arts and Oakland Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs. In cases involving special education students from school districts other than the Oakland Unified School District, the Oakland Unified School District SELPA shall have the right to be funded through the student's SELPA of residency for any costs beyond ADA expenditures.

The school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay to the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related service to all district pupils minus the district's revenues from all special education and transportation funding sources. In return, the district shall provide the charter school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

In cases of demonstrated student need, the governing board or Oakland School for the Arts principal/director shall organize a Student Success/Study team (SST) with the goal of determining and implementing strategies to assist a student. This team may include the student's teacher and parent. The parent will always be apprized of the SST's conclusions, and all other noticing and participation requirements under Oakland Unified School District policy will be satisfied. After a student has been through the SST process, a referral may be appropriate for special education.

Charter school's governing board may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The governing board may execute any powers delegated by law to it and shall discharge to an officer or employee of the charter school any of those duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The charter school will abide by all Brown Act requirements in regards to all plans and activities.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Oakland School for the Arts will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing. These teachers will teach the "core" academic classes of mathematics, language arts, foreign languages, science, and history/social science at the minimum. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

Oakland School for the Arts may also employ non-certificated instructional staff for their non-core classes, which will include some arts classes. These instructional support staff will have an appropriate mixture of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. All non-instructional staff and teachers will possess experience and expertise required for their position within the school as outlined in the school's staffing plan and school's adopted personnel policies.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Oakland School for the Arts will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the following:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis in the school’s staff development efforts and governing board policies.

ELEMENT G: MEANS TO ACHIEVING ETHNIC BALANCE

Oakland School for the Arts will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of the district to reach prospective students and parents.

ELEMENT H: ADMISSIONS REQUIREMENTS

Oakland School for the Arts will not be sectarian in its programs, admissions policies, employment practices, and all other operations. It will not charge tuition or discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

Oakland School for the Arts will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the state of California. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies.

In order to be eligible to be admitted to Oakland School for the Arts, all prospective students must be of the appropriate grade level and must participate in a formal audition. During the first year of operation, the audition will be in one of three arts disciplines--music (instrumental or vocal), dance, and theatre. If additional arts disciplines are added to the school program in the future, prospective students may audition in those disciplines as well. If the number of students who are admitted and wish to attend the school exceeds the school's capacity, a public random drawing (a.k.a. lottery) will be held. In case of a lottery, preference shall be granted to pupils who reside in the district as well as siblings of students enrolled in the charter school, and students, if any, on a waiting list from the prior school year.

Acceptance to the school will in part be based upon the audition, not upon prior training or academic achievement. Once admitted, students will take placement exams to determine proper placement in academic classes. Students will also be required to complete an enrollment package, attend a parent/student orientation, and complete a "family contract." Prior to admission, all parents/ guardians will be required to sign an agreement indicating that they understand the charter outcomes, philosophy and program.

Sensitive to the District's intent not to create "feeder schools", all OSA 6-8 grade students must apply to matriculate into the school's high school program. This enrollment process will be consistent with the overall 9th grade enrollment process. In this way, OSA's 8th grade students and students interested in first coming to the school as 9th graders will have to meet the same standards of eligibility.

The governing body of Oakland School for the Arts will further define and clarify the admissions requirements consistent with the charter, the Charter Schools Act, and applicable federal and state law.

ELEMENT I: FINANCIAL AND PROGRAMMATIC AUDIT

Oakland School for the Arts' board of directors will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The school will provide the district with a memorandum of understanding in regards to persons

responsible for financial management of the school. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and a copy of the auditor's findings will be forwarded to the Oakland Unified School District. The school's audit committee will review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board of Oakland School for the Arts will report to OUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

In addition to the annual financial audit, Oakland School for the Arts will compile and provide to OUSD an annual performance audit. This annual audit will, at a minimum, include data that demonstrates that Oakland School for the Arts is:

- Meeting the pupil outcomes as identified in its charter
- Fiscally solvent and organizationally viable
- Not violating any provision of law
- Meeting all of the terms of its charter

Oakland School for the Arts and OUSD will jointly agree on the content, format, process, timeline, and evaluation criteria for the annual performance audit.

ELEMENT J: PUPIL SUSPENSION & EXPULSION

The disciplinary guidelines of Oakland School for the Arts are rooted in fostering a mutually safe and respectful learning community that maximizes academic and artistic achievement. Students who disrupt that learning community will be appropriately and legally disciplined.

Oakland School for the Arts will develop and maintain a strict set of discipline policies. The school's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding student discipline for both regular education and special education students. The policies will be clearly defined, printed, and distributed as part of a student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment.

Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the school's staff and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future

student conduct expectations, timelines, and consequences for failure to meet the expectations. Such consequences may include, but are not limited to, suspension or expulsion. The school director may, pursuant to the school's adopted policies, discipline and ultimately suspend or expel students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the school's governing board upon recommendation of the director. In so doing, the school director will notify the student's parent or guardian in writing of the terms by which the suspended or expelled student may reenter the school or select an alternative placement outside of or within the Oakland Unified School District. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

Prior to any suspension or expulsion the student and parent will be provided required due process. Due process shall include written, detailed notice of a suspected violation and an opportunity to respond to any allegation. Prior to the formalization of any suspension or expulsion, both student and parent shall have the right to meet with the school's Director. In matters of expulsion, an appeal can be made to the school's board of directors. In matters of suspension, an appeal is made to the school Director, and the decision of the Director is final. The student and parent shall have the right to inspect all evidence related to allegation, and the school shall have the burden of demonstrating that material misconduct occurred, relating the misconduct to a specific provision or rule. Notice shall be assumed implicit where the violation is of such egregious nature that it breaks state or federal law or recklessly endangers the safety of school students or staff.

Dispute resolution with special education students shall be in conformance with state and federal law, and include 504 fair hearings and consideration of the student's Individualized Education Plan (IEP). Whenever appropriate, OSA will employ student study teams to determine a student's needs.

ELEMENT K: RETIREMENT SYSTEM

Staff at Oakland School for the Arts will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employment policies. Oakland School for the Arts retains the option for its board to elect to participate in the State Teachers Retirement System (STRS) and coordinate such participation, as appropriate, with social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff. If the school should opt to participate in the STRS system, the district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the district a reasonable fee for the provision of such services.

ELEMENT L: ATTENDANCE ALTERNATIVES

Students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

Oakland School for the Arts staff who have left permanent status employment in the District to work at the charter school will not have the right to return to a comparable position in the District unless District policy permits otherwise. Currently, Oakland School for the Arts staff does not have that right. Oakland School for the Arts reserves the right to request negotiation of any other benefits and return rights with the Oakland Unified School District and/or the appropriate parties.

ELEMENT N: DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and OUSD Superintendent of Schools agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements

has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

Disputes Between the School and the Charter-Granting Agency

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between Oakland School for the Arts and OUSD, the staff and the governing board members of the school and the OUSD staff and board agree to first frame the issue in written format and to refer the issue to the OUSD board and board of the school. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

Representatives from the Oakland School for the Arts board and the OUSD Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall meet to identify a neutral, third-party arbitrator. The format of the arbitration session shall be developed jointly by both parties and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and district agree to bind themselves.

Oversight, Reporting, Revocation, and Renewal

The Oakland Unified School District may inspect or observe any part of the school. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.

If the OUSD board believes it has cause to revoke this charter, the OUSD board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action. "Reasonable" time shall be mutually defined by the school and the district for each incident.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audits as outlined in Element I of this charter. Within two months of the receipt of this annual review, OUSD must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the specified goals. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

ELEMENT O: LABOR RELATIONS

Oakland School for the Arts shall be deemed the executive public school employer of the employees of the purposes of the Education Employment Relations Act.

ELEMENT P: SCHOOL CLOSURE PROCEDURES

In the event that Oakland School for the Arts closes, the assets and liabilities of the school will be disposed of by the school's board of directors to another charter school, non-profit, or other appropriate entity. The board treasurer shall ensure that a final audit of the school's assets and liabilities is performed and filed with the District. In addition, as soon as the prospect appears substantial, the board will notify Oakland Unified School District and Oakland School for the Arts parents, students, and teachers. It shall be the responsibility of OSA's board to ensure that all pupil records are properly transferred to new schools, that liquidation and any debt repayment is settled, and that the school meets any other legal requirements set forth by governing agencies such as the Internal Revenue Service. The board of directors will also coordinate the closure process with the District according to District requirements with the intent of keeping all parties informed as to the legal, financial, and administrative functions of the school.

SEVERABILITY

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Oakland Unified School District and Oakland School for the Arts' Board of Directors. The district and the charter school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

COMMUNICATIONS

Official communications between Oakland School for the Arts and OUSD will be sent via appropriate means to the following:

Loni Berry, Director
Oakland School for the Arts
1800 San Pablo Avenue
Oakland, CA 94612
Phone: (510) 873-8800
Fax: (510) 873-8816
Email: lberry@oakarts.org

Randolph Ward, Superintendent
Oakland Unified School District
1025 Second Avenue, 3rd Floor
Oakland, CA 94606
Phone: (510) 879-8200
Fax: (510) 879-8800

Oakland School for the Arts

SYNOPSIS

Charter Amendment Explanation

History/Background

Oakland School for the Arts (OSA) is the only public high school in the East Bay devoted to intensive pre-professional training in the arts within a college-preparatory curriculum. OSA was chartered by the Oakland Unified School District (OUSD) in May 2000 and had its charter renewed by the Oakland Unified School District in December 2004. The school received its 501(c)(3) nonprofit status in October 2001 and opened its doors to its first one hundred 9th graders in September 2002. OSA was fully accredited by the Western Association of Schools and Colleges in June 2004. 240 students are currently enrolled in grades 9, 10, and 11.

The mission of Oakland School for the Arts is *to serve high school students with intensive pre-professional arts training while maintaining high academic standards within a college-preparatory curriculum.* OSA provides students with the necessary creative and practical tools to pursue careers in the arts, supporting them with experience, training, and performance opportunities, including internships and apprenticeships with local and national arts organizations. OSA integrates art and academics, fostering skills in creative and critical thinking. The academic curriculum focuses on the core areas of English, Math, Romance Languages, Science, and Social Studies. The arts curriculum currently includes Arts Management, Dance, Literary Arts, Music, Theatre, and Visual Arts.

Because OSA is a California Public Charter School, there is no tuition, nor are there residency requirements. Enrollment criteria are based solely on an audition and a panel interview. The Audition Panel selects students based on aptitude and potential in the arts, not on prior training or academic achievement. Students have three opportunities to apply for admission during each academic year: in November, January, and March. Students may audition in the following areas: Acting, Dance, Instrumental Music, Literary Arts, Theatre Production & Design, Visual Arts and Vocal Music.

OSA is currently housed at 1880 San Pablo Avenue in the former parking lot of the Fox Theatre in downtown Oakland while a permanent site, the historic Fox Theatre, is being developed. The school transitioned into the temporary site in October 2004 with an anticipated date for move into its permanent home in September 2007. This central location of downtown Oakland allows OSA students access to the stimulation of a vibrant metropolitan hub. Students take advantage of the myriad businesses, agencies, and organizations in the downtown area.

Population(s) Served

OSA opened its doors to one hundred 9th graders in September 2002. The school is developing in phases, promoting its cohorts to a new grade level each year until Fall 2005 when the school will be a fully-matriculated, 9th – 12th grade high school. In addition, the school is requesting to serve students in grades 6-8. Currently, 240 students in grades 9 through 11 attend Oakland School for the Arts. OSA primarily serves East Bay Area high school age youth and their families. Sixty-three percent (63%) of the student body resides in the City of Oakland, with the remaining students from the surrounding communities. Forty-eight percent (48%) of OSA's student body is African-American; 22% are Caucasian; 9% are Hispanic; 8% are

Asian; and the remaining 13% are either Multi-ethnic or declined to state. Seven percent (7%) are classified as socio-economically disadvantaged. All students are talented in their chosen art form and motivated to excel academically and artistically.

Significantly, studies connecting arts education with high test scores also indicated that the benefits of an educational focus on the arts cut across all socioeconomic levels, showing that arts instruction is equally beneficial to students regardless of their family income or background. Although children from higher socioeconomic backgrounds are more likely to have early access to art activities, students from less economically advantaged backgrounds who participate in arts education also perform better academically and socially. OSA strives to bring the advantages of the arts to as many East Bay students as possible.

Studies show that youth who are at risk of violence in regular educational settings are less likely to succumb to difficulties when educated with a strong focus on the arts.¹ OSA students exemplify such findings, particularly in comparison to other schools within OUSD. OUSD as a whole had a 10.4% dropout rate in grades 9-12 during 2001-02 while OSA has experienced no student dropouts since its inception. In fact, three students have left OSA early to attend colleges and universities.

Arts education has the potential to reinvigorate otherwise disinterested students. Conversely, the lack of arts education could cause currently well-performing students to fall into academic risk.

Programs

OSA students' academic performance confirms these research findings. In the school's first year of instruction (2002-2003), OSA students scored higher in both annual academic standards tests (the California Standards Test and California Achievement Test 6th Edition) than any other 9th grade in the Oakland Unified School District. OSA has maintained these high standards in the ensuing years, with a 719 base API (compared to 592 district-wide) in 2002-2003, and with 76% and 83% passing rates on Math and Language Arts portions of the California High School Exit Exam (CAHSEE) respectively, compared to 52% and 54% district wide. OSA's API increased to 754 in 2003-2004, while the OUSD API was 601.

OSA is a learning center where students train as artists. The study of art enables OSA to incorporate every academic discipline. The curriculum is meant to develop skills in analysis and problem-solving, teaching students the fundamental role art plays in society. All courses are interdisciplinary and allow students to a global perspective as they investigate the intersection between form and function, time and place. Students study both traditional and contemporary theories and learn to make informed choices.

The Association for the Advancement of Arts Education (AAAEE) analyzed nearly 400 recent studies, public policies, and programs for youth in the arts. Based on the statistical and qualitative evidence documented in this research, the AAAEE highly recommends sustained school-based arts education programs that: (1) have a sequential curriculum in the arts; (2) include school arts specialists; (3) include community artists and arts organizations; (4) include a clear assessment component; and (5) connect the arts with other subject areas in the school.² These

¹ Heath, Shirley Brice. "Living the Arts Through Language and Learning: A Report on Community-Based Youth Organizations." Americans for the Arts Monographs, Washington, DC. November 1998: vol. 2 no. 7.

² Association for the Advancement of Arts Education, 1996. "Research on Arts Ed," Kent Seidel, Ph.D.

recommendations encapsulate the philosophy and programs of the Oakland School for the Arts. OSA curriculum weds a strong college-preparatory program with a rigorous conservatory-style arts education.

School Hours

For 9-12 grade students, the school day at OSA lasts from 8:00 a.m. until 5:25 p.m., allowing students significant time for arts classes and academic courses, as well as for rehearsing and performing frequent school productions. On Wednesdays, the school day ends at 3:30 p.m. to allow for after-school performances. For 6-8 grade students, each school day is from 8:00 a.m. to 3:30 p.m.

Academic Studies

As well as meeting all California Department of Education requirements, OSA's college-preparatory academic program meets the requirements for University of California and California State University admissions, while integrating arts into all areas of a traditional academic program. In order to meet graduation requirements, OSA students complete the following courses of study:

- *English, 8 semesters:* Multicultural themes are combined with a grounding in history to inform an intensive study of American literature.
- *Mathematics, 8 semesters:* Courses include Pre-Algebra, Algebra I, Geometry and Trigonometry, Algebra II, Algebraic Geometry, Pre-Calculus, Calculus, and Advanced Calculus.
- *Romance Languages, 8 semesters:* Students begin with an introduction to various cultural, historical, geographical perspectives through the comparison of French, Spanish, and Italian. They continue with more advanced study in either French or Spanish.
- *Science, 6 semesters:* Science courses explore common themes in the disciplines of Biology, Chemistry, Physics, and Earth Science. Classes include a laboratory component.
- *Social Science, 6 semesters:* Students cover world history and geography, as well as American history. Other topics addressed in OSA's social science curriculum include but are not limited to, modern and classical language, linguistics, literature, history, art history, philosophy, archeology, comparative religion, and ethics.
- *Physical Education, 4 semesters:* Students study dance at OSA or approved independent programs.

Arts Studies

OSA students also complete three years in one of the following Areas of Art:

- *Arts Management:* Students learn how to operate an arts organization, with emphasis on advertising, marketing, budgeting, fiscal planning, and grant writing. The curriculum begins with a firm base in the fundamentals of nonprofit management and continues with details of administration and the production of arts events.

- *Dance*: Students study a range of dance styles and forms, including ballet, modern, jazz, tap, contemporary, and a host of dance forms from various cultures. The curriculum also includes a global historical element.
- *Literary Arts*: This department offers three areas of focus: Arts Criticism/Journalism, Museum Studies, and Creative Writing. In Arts Criticism/Journalism, students explore Literary Criticism in both visual & performing arts. Students who focus on Museum Studies concentrate on courses in Art History. These students also participate in internships at well-established museums. Creative Writing students learn to write essays, novels, poetry, and short stories, as well as writing for stage and screen.
- *Music*: Music students focus on Sound Design & Audio Recording, Instrumental Music, or Vocal Music. Sound Design & Audio Recording students learn how to operate a recording studio and to design sound for all events requiring audio enhancement. Instrumentalists and Vocalists receive private instruction, as well as courses in Theory, Counterpoint, Music History, and Music Production.
- *Theatre*: Students can focus on one of four areas in the Theatre: Acting, Design, Production, or Stage Management. Acting students take courses in Scene Study, Character Development, Voice, Speech, Make-Up, and Acting Techniques. Costume, Lighting, Set, and Technical Design students focus on all stage productions. Stage Management students learn the essentials of organizing stage productions in all performance disciplines.
- *Visual Arts*: This department offers three areas of focus: Animation, Computer Graphics, and Video Production. All visual arts students take courses in Drawing, Painting, and Design, work in teams to produce assigned projects, and are encouraged to integrate media and to be experimental in their approach.

Faculty

OSA currently employs 27 faculty members (20 full-time; 7 part-time) who are selected via nationwide searches to ensure a good match with the needs of OSA students. All OSA academic teachers are certified by the State of California. OSA will increase its faculty to 30 teachers 2005-2006 to accommodate 6-8 grade levels.

Technology

In an effort to prepare our students to be competitive in the workforce, OSA makes substantial use of technology. We provide all students with an individual laptop, email account, and a wireless network as tools to enhance the educational process. Our Director of Technology has designed a technical structure that provides a safe, secure, reliable, and educationally-innovative environment for the students. This structure includes the use of current laptop models and industry-standard applications (e.g. Microsoft Office, Adobe Creative Suite, and EMagic's Logic platform). Students in grades 6-8 will have access to more traditional computer labs.

Additional OSA Educational Opportunities

- *Intersession*: During the month of January, students enroll in an intense four-week course in interdisciplinary exploration. Each course focuses on the interest and expertise of its instructor.

Intersession 2002-2003 - Courses focused on World Wars I & II. Students were organized into six multi-emphasis groups. This allowed students from

various arts emphases to collaborate to create 15-minute performance pieces. The six groups presented their work to the school.

Intersession 2003-04 - Course topics included:

Intensive Creative Writing	Show Choir	Hip Hop Dance
Super Heroes & Shoppers	Lyricism	Drum Slam
Screen-In – Screen-Out	Afro-centric Voices	Mardi Gras
Digital Video Workshop	Robert's Rules	Scenic Construction
Dance for Musical Theatre	<i>The Da Vinci Code</i>	Sign Language
Women, Gender, & Performance	Travel to Quebec	Jazz Music

- *Fieldtrips & Arts Events:* As part of the program, students are required to attend evening events in the Bay Area, i.e. art exhibits, music concerts/recitals, dance concerts and plays. First-hand experience and observation are fundamental to a well-rounded artistic education, and frequent fieldtrips provide students with opportunities to witness the application of theory. Students frequently attend arts events through outings organized by the OSA administration.

Field Trips include:

Alvin Ailey Dance, Zellerbach Theatre – Berkeley
Dance Theater of Harlem, Zellerbach Theatre – Berkeley
Gamelan Sekar Jaya, Zellerbach Theatre – Berkeley
Great America, Santa Clara
Hairspray, Geary Theatre - San Francisco
La Boheme, Curran Theatre – San Francisco
Museum of Modern Art, San Francisco
Oakland East Bay Symphony, Paramount Theatre – Oakland
Oakland Museum of California - Oakland
Proof, Dean Lescher Regional Center for the Arts - Walnut Creek
Romayana, American Conservatory Theatre – San Francisco
San Francisco Ballet, War Memorial Opera House – San Francisco
The Memoirs of JFK, City College of San Francisco
The Notebooks of Leonardo Da Vinci, Berkeley Repertory Theatre
Three Mo' Tenors, Paramount Theatre – Oakland
Three Sisters, American Conservatory Theatre – San Francisco

- *Saturday School:* The Saturday School program at Oakland School for the Arts offers additional instruction to its students. Saturday School provides students the opportunity to enhance their education by reinforcing their skills in Mathematics and English. Saturday sessions complement weekday classes and provide additional support for the High School Exit Exam and required state tests. Saturday School will not be offered to students in grades 6-8.

OSA Saturday School primarily addresses the needs of students currently falling below OSA standards; however, instruction is also provided for all academic levels. Average or above average students wishing to maintain or improve grades are encouraged to enroll in Saturday School classes as well. Classes are offered on the first three Saturdays of each month, from 9:30 a.m. – 1:00 p.m.

- *Master's Series:* OSA has hosted guest artists in a series of lecture/demonstrations.

Artists include:

John Handy In Concert
Savage Jazz Dance Company

Marcus Shelby Jazz Orchestra
Baz Luhrman – Director of *Moulin Rouge* and *La Boheme*
Stephan Harris – Vibraphonist
Paul Taylor 2 Dance Company
David Krakauer featuring Klezmer Madness
WordPlay – a showcase of local spoken word artists

Supporting Organizations

OSA's teaching/learning relationships include:

Bridge Project

California College of the Arts

dvGarage

Oakland Ballet

Oakland Museum of California

Oakland Youth Chorus

Oakland Youth Orchestra

Port of Oakland

Savage Jazz Dance Company

YouthSpeaks

Oakland School for the Arts
Charter Amendment Explanation
Categorical Assessment

2002-2005 Accomplishments

Academic Accomplishments

- 2002-2003 API: 719, compared with the district-wide average of 592.
- 2003-2004 API: 754, compared with the district-wide average of 601.
- 93-97% Attendance Rate
- In 2003-2004, OSA students had 76% and 83% passing rates on the Math and English/Language Arts portions of the California High School Exit Exam (CAHSEE), as opposed to 52% and 54% district wide.
- The CAHSEE passing rates for 2004-2005 were 83% in Math and 96% in English/Language Arts.
- OSA gained full accreditation from the Western Association of Schools and Colleges (WASC) in June 2004.

Artistic Accomplishments

OSA Publications: Written, illustrated, edited, and designed by OSA students.

- 2 Yearbooks - Published books written, designed, laid out, and edited by OSA students
- 2 Enizagam Literary Magazines - Published journals featuring original writing and artwork by OSA students
- 4 Crossworlds Newspapers - Quarterly newspapers featuring editorials, art reviews, and school news written, edited, and laid out by OSA Literary Arts students.
- 2 OSA Comix comic books - Published comic books featuring original stories and illustrations by OSA Visual Arts students.

OSA Productions: Public performances featuring OSA students.

- *Lysistrata: A Dramatic Reading*- November 2002: A public dramatic reading of Aristophanes's *Lysistrata* featuring OSA students. Part of the *International Lysistrata Project*.
- *Intersession Showcase*- January 2003: Student written and produced original performance art pieces inspired by students reactions to learning about World Wars I & II.
- World Premiere of original work *Your Town*, written and developed by OSA students, June 2003.
- *Dance and Music Concert I* - October 2003: Featuring OSA music and dance students
- *Little Shop of Horrors* - November 2003: Musical cast from competitive school-wide auditions. Designed, produced, and managed by OSA students.
- *The Rimers of Eldrich* - March 2004: Featuring the OSA theatre department
- *Dance and Music Concert II* - April 2004: Featuring OSA music and dance students

- *The Wiz* - May 2004: All school musical cast from competitive auditions. Designed, produced, and managed by OSA students.
- All School Gala Performance - June 2004: Multi-media event featuring work from all OSA students.
- Port of Oakland Educational Video – Spring 2004
- All School Festival – January 2005
- *The Mousetrap* – January 2005

OSA Visual Art Exhibitions: Public art exhibitions featuring artwork by OSA students.

- Oakland Art Gallery - October 2003
- Oakland Museum of California - January 2004
- Oakland City Hall Rotunda - March 2004
- Oakland Airport – September 2004 – present
- Nexus Gallery – May 2005

Masters' Showcase Performances: Public performances produced and managed by OSA Arts Management students.

- Marcus Shelby Jazz Orchestra
- Wordplay Concert featuring the some best spoken word poets in the Bay Area
- John Handy, Internationally renowned jazz musician
- Savage Jazz Dance Company, featuring the OSA dance ensemble

Master Class Presentations: Classroom experiences with visiting artists.

- Baz Luhrman - Filmmaker and director of *Strictly Ballroom*, *Romeo and Juliet*, and *Moulin Rouge*.
- Marc Bamuthi - Internationally recognized spoken word poet
- Stefon Harris - World famous jazz percussionist
- Marcus Shelby - Bandleader of Marcus Shelby Jazz Orchestra
- David Krakauer of Klezmer Madness
- Paul Taylor 2 Dance Company
- Edward Franklin - Lead Dancer of Alvin Ailey Dance Company

Other

Attendance

2002-2003 97%

2003-2004 95%

2004-2005 currently 93%

Oakland School for the Arts
Charter Amendment Explanation
Categorical Assessment

Introduction

Oakland School for the Arts is non-sectarian in its programs, admissions policies, employment practices, and all other operations. It does not charge tuition or discriminate on the bases of race, ethnicity, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

Oakland School for the Arts has held firm to its mission as outlined in the original charter. That mission serves as the foundation of our Mission Statement.

Mission Statement

OSA serves students in grades 6-12 with intensive pre-professional arts training maintaining high academic standards within a college-preparatory curriculum.

OSA instills substantial appreciation for such “life skills” as self-discipline, citizenship, and leadership. Students become self-motivated, competent, lifelong learners.

OSA integrates art and academics, fostering skills in creative and critical thinking. The academic curriculum includes the core areas of English, Math, Romance Languages, Science, and Social Studies. The arts curriculum includes Arts Management, Dance, Literary Arts, Music, Theatre, and Visual Arts.

OSA provides students with the necessary creative and practical tools to pursue careers in the arts. Students receive experience, training, and performance opportunities, including internships and apprenticeships with local and national arts organizations.

OSA offers young, gifted artists intense, focused training that will allow them to compete and succeed.

Oakland School for the Arts
Charter Amendment Explanation
Categorical Assessment

ELEMENT A: EDUCATIONAL PROGRAM

OSA offers a unique college-preparatory curriculum and a conservatory-style arts education. OSA embraces pedagogical approaches that challenge students to think, to communicate, and to act with authority and accountability. The college-preparatory academic program meets the requirements for University of California and California State University admissions. In addition to English, Mathematics, Romance Languages, Science, and Social Studies, OSA students concentrate in Arts Management, Dance, Literary Arts, Music, Theatre, or Visual Arts.

OSA graduates will have the option of directly entering career-related activities or attending college. Students who decide to pursue other disciplines after graduation will be more than adequately equipped to undertake university-level studies. The OSA experience is designed to give students the opportunity to mature into invaluable citizens of their communities, and the world.

Philosophy of Education

Oakland School for the Arts' educational program emphasizes discipline, personal motivation, and self-awareness – and is based on four perspectives:

- I. Artistic** - Art plays a significant role in every aspect of human existence. Our appreciation for life is enhanced with an informed understanding of what art attempts to achieve. At OSA, the arts are incorporated into every aspect of our teaching, including core academic courses.
- II. Multicultural** - Learning to understand the self is predicated on understanding others. Self-understanding is a by-product of the successful study of what one perceives as “the other.” All teachings at OSA recognize and investigate cultural perspectives and focus on “art and the other.” This multicultural approach investigates all disciplines from a cultural perspective.
- III. Interdisciplinary** - Art provides tremendous teaching tools that allow for multi-disciplinary exploration.
- IV. Historical** - The sequential progression and development of humankind is the culmination of individual and cultural change. Places, times, causes, and effects are fundamental to understanding humanity as an interrelated cultural phenomenon.

These four perspectives are supported as follows:

- OSA teachers make substantial use of “multiple intelligences,” as theorized by Harvard Professor, Howard Gardner. His theory states that intelligence takes many forms other than the verbal-linguistic forms, and that there are 11 areas of intelligence: linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal, naturalist, spiritualist, existential, and moral intelligences.

- Students and teachers are provided sufficient time to build relationships and to share ideas.
- OSA teachers are constantly creating and sharing classroom exercises that incorporate a range of teaching tools. Teachers have invariably found that not only are more students engaged for longer periods of time, but creative and critical thinking skills are also enhanced within this framework.

Practice of Education

The OSA curriculum and pedagogy integrates both a traditional liberal arts education and conservatory-style arts training. The faculty, which includes practicing visual and performing artists, works collaboratively to present students with a strong, interdisciplinary approach to education. Team teaching is encouraged. Students investigate topics from a variety of perspectives.

The OSA schedule is configured to maximize the time teachers and students spend together, allowing for more in-depth investigation in all areas. While the class periods are presented in traditional 45-minute blocks, many classes meet for two class periods, a total of 90 minutes. Students devote half of their time to their major art disciplines and half of their time to academic classes.

The school day is divided into 11 periods of 45 minutes each. Students devote 5 periods to arts, 5 periods to core academics, and 1 period to lunch. Though these definite time assignments appear to compartmentalize our curriculum, faculty members actively integrate the arts and core academics in every class. Also, OSA offers an extended day. The regular school day begins at 8:00 a.m. and ends at 5:25 p.m.

California State Standards are taught through investigating three primary areas:

Humanism - Students are introduced to a chronological study of the development of civilizations. The current source text, *The Humanistic Tradition* by Gloria Fiero, provides an extensive overview of cultural interactions. The text is particularly successful in presenting the role(s) of the arts in the development of mankind.

Narrative/Story - At the core of all art is a story. A clearer understanding of the functions of storytelling, the various kinds of stories, and the methods of relaying a story—oral versus literary traditions—provides a solid foundation for young artists.

Technology - OSA provides all students with an individual laptop, email account, and a wireless network as tools to enhance the educational process at OSA. This has increased the potential for learning exponentially. Visual Arts students take virtual tours of the major museums of the world. Music students notate and record original compositions. Math students use architectural industry standard software to study geometry. Homework assignments and announcements are filed on the OSA server. Assignments are often emailed to teachers. Students in grades 6-8 will have access to more traditional computer labs.

These are but a few examples of how OSA strives to meet its goals of education in the 21st century.

Life Skills

On a daily basis, OSA students develop both their academic and artistic skills. In addition, OSA students develop strong “life skills,” such as self-discipline, citizenship, and leadership. OSA employs numerous teaching tools to support these skills. Some of the more effective are as follows:

Self-Discipline

- Special Projects. Students are given the opportunity to design and implement their elective classes. These are called Special Projects (similar to Group Independent Studies). Students submit proposals including a course outline and a list of source materials. All courses must include history, theory, and criticism. Although these classes are faculty supervised, they are student driven. Once approved, students are completely responsible for meeting the goals presented in their proposals. Some topics include:

Tap Dancing	Community Service
Drill Team	Fashion Design
Debate Team	Women, Gender, & Knitting
Open Studio Arts	Youth Mentoring at Library

Citizenship & Leadership

- Weekly Assembly. These all-school gatherings are conducted by the Student Body President and organized by Student Government. Assemblies typically include the school oath, the school song, a student art presentation, a philosophical question, announcements, and a question-answer session.

Student Government has a traditional structure – President, Vice President, Secretary, and Treasurer. The Council consists of elected homeroom representatives.

Career Development

- Summer Programs. Each summer, students are encouraged to participate in internships, arts camps, and programs that will advance their skills. In fact, many students earn scholarships that make it possible for them to pursue their art over the summer. OSA students have participated in the following intensive summer arts programs:

- California State University Innerspark Summer Workshop
- California College of the Arts (CCA) Pre-college Summer Workshop
- California State Summer School for the Arts Theatre Program
- CCA's 9th-Grade Summer Artist Atelier
- CCA's Pre-college Summer Workshop for Creative Writing
- Contra Costa Musical Theatre Summer Season
- dvGarage Summer Pixel Corps
- Idyllwild Summer Program
- Savage Jazz Dance Company Summer Intensive
- UCLA Summer Theatre Program
- Young Actor's Summer Theatre

Oakland School for the Arts
Charter Amendment Explanation

ELEMENT B: MEASURABLE PUPIL OUTCOMES

GRADUATION REQUIREMENTS

In our initial charter, the graduation requirements were outlined as follows:

English	4 years	Science	2 years
Mathematics	3 years	Social Science	2 years
Romance Language	2 years		

The Board of Directors adjusted the graduation requirements to more accurately reflect the goals of the school. Oakland School for the Arts offers pre-professional training in the arts **and** college-preparatory academic curriculum, in line with University of California A-G requirements and California State Department of Education Standards. As such, OSA graduates are to be competitive as possible in the college applicant pool. The adjusted graduation requirements are as follows:

Mathematics	4 years	Science	3 years
English	4 years	Social Science	3 years
Romance Language	4 years	Arts Emphasis*	4 years
Physical Education	2 years		

*Students audition and are accepted into an arts emphasis (major). OSA offers pre-professional programs in Acting, Arts Management, Dance, Instrumental Music, Literary Arts, Theatre Design & Production, Visual Art, and Vocal Music. These requirements do not apply to grades 6-8.

CURRICULUM

OSA is a learning center where students train as artists. The curriculum is meant to develop skills in analysis and problem-solving, teaching students the fundamental role art plays in society. All courses are interdisciplinary and allow students to investigate the intersection(s) between form and function, time and place, from a global perspective. Students study both traditional and contemporary theories and learn to make informed choices.

Goals across the Curriculum

The curriculum at Oakland School for the Arts is designed to provide students with skills, knowledge, and attitudes specified in our educational program; to enable each student to:

- Be Creative and Innovative
- Develop Techniques and Skills in at least one Artistic Area
- Speak in Their Own Artistic Voice with Authority
- Effectively Communicate
- Develop and Maintain a Global Perspective
- Satisfy College Admissions Requirements
- Seek Solutions
- Think in an Interdisciplinary Mode

The goals of the curriculum are met through the following subjects: Arts Management, Dance, English, Literary Arts, Mathematics, Music, Romance Languages, Science, Social Science, Theatre, and Visual Arts.

Academic Studies

HISTORY/SOCIAL SCIENCE

Students are required to complete three years of study in history and social science. They take one year of U.S. History and American Government and two years of world history, cultures, and geography.

Student Outcomes:

- Analyze the relationship of major events and significant ideas that have shaped the history of the United States and the world.
- Evaluate the impact of major belief systems (religion and philosophy) on the historical development of the world.
- Learn to ask historical questions, evaluate historical data, compare and contrast differing sets of ideas, and consider multiple perspectives.
- Analyze how the experiences and contributions of peoples of diverse cultures have influenced the development of societies past and present.
- Analyze the ways in which values of specific societies shaped and influenced past and present social issues and political decisions, especially as related to the arts.

Students achieve these goals through the following courses:

WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS GRADE 6 Students will focus on the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations and the significance of geography in the development of the human story. This course will emphasize the everyday lives and accomplishments of people and their role in establishing and spreading ideas that helped transform the world. Students will expand their understanding of history, develop higher critical thinking skills, and be able to analyze interactions among various cultures.

WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES GRADE 7 This course will focus on social, cultural, and technological change during the period A.D. 500-1789. Students will examine the great civilizations that were developing over these years. They will generate maps and timelines to locate those civilizations in place and time and to observe the dissemination of beliefs and scientific developments, and the transmission of economic trade throughout the period.

UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT GRADE 8 This course begins with an intensive review of the major issues and events leading up to the founding of the nation. Students will concentrate on the critical moments in US History from the framing of the Constitution to World War I. They will analyze the political principles underlying the U.S. Constitution, as well as the multiple causes and consequences of the Civil War. Students will follow the immigration of peoples from Northern Europe to the United States and learn to interpret basic indicators of economic performance.

For Grades 9-12:

THE HUMAN EXPERIENCE (2 semesters) This course provides tools with which to examine the human condition and experience. Topics include but are not limited to both modern and classical language, linguistics, literature, history, art history, philosophy, archeology, comparative religion, and ethics.

CREATING THE MODERN WORLD (2 semesters) This course focuses on recent world history. Students study conflicts, revolutions, and resolutions to conflicts around the world to understand the development of our global society. The course begins in the 1600s and ends with current events in international news. Basic world geography is included, with extensive use of group art-based projects.

WE THE PEOPLE (2 semesters) This history course focuses on the changing character of the United States throughout the twentieth century. Students study the impact of religion, industrialization, immigration, and civil rights movements on the United States. The course traces the changing role of the federal government and its impact on American society. Students learn strategies for change and how history has affected their current options for protest. Basic geography is included.

LANGUAGE ARTS

Students will be required to take four years of college-preparatory English, including frequent and regular writing assignments and reading of classic and modern materials.

Student Outcomes:

- Learn to read critically.
- Be able to write clearly and creatively.
- Develop effective speaking skills.
- Comprehend and evaluate literal and implied meaning in multiple forms of expression and media (e.g. written, oral, multi-media).

OSA meets these goals through the following courses:

ENGLISH-LANGUAGE ARTS GRADE 6 In sixth grade, students will actively engage literary texts through analysis and critique. They will also be required to read aloud narrative and expository text for fluency and appropriate pacing, intonation, and expression. The course will focus on writing strategies, vocabulary development, Literary response, and listening and speaking skills.

ENGLISH-LANGUAGE ARTS GRADE 7 Seventh-graders should have mastered reading aloud narrative and expository text and can concentrate on analysis and criticism. This course requires students to identify and trace an author's argument, perform formal research for written reports, deliver persuasive oral presentations, and articulate the characteristics of different forms of prose.

ENGLISH-LANGUAGE ARTS GRADE 8 This course prepares students for high school English. Students continue to develop vocabulary, literary analysis, and strategies for writing, speaking and listening. Reading comprehension focuses on informational materials.

For Grades 9-12:

ENGLISH I (2 semesters) Students begin to shape their place in a new environment, shifting from a personal to an analytical approach. Through a series of short story readings, students learn to recognize and analyze such basic story elements as plot, characterization, setting, figurative language, and description. Moving into a social context, students explore themes of identity, alienation, community, and maturation. Independent reading projects support the themes of the course including multi-cultural and autobiographical selections. Possible readings include: *...and the Earth did not Devour Him, Bless Me, Classic Slave Narratives, House on Mango Street, I Know Why the Caged Bird Sings, Of Mice and Men, Lord of the Flies, Romeo and Juliet, Ultima.*

ENGLISH II (2 semesters) Students explore multiple points of view with attention to gender, race, class, and community. This course involves a thorough exploration of perspective with a view toward concurrent world history and cultures. Students interpret perspective through analysis of tone, voice, and point of view. Possible readings include: *Antigone, Catcher in the Rye, China Boy, Fountain and Tomb, Jasmine, Macbeth, Short stories, The Bean Trees, The Color Purple, Things Fall Apart, Yellow Raft in Blue Water.*

ENGLISH III (2 semesters) What is the American Dream? Students focus on American Literature as it dovetails with American History. Students examine issues of social justice, democracy, idealism, and power, as they work toward a higher level of reflection and analysis, exploring the relationship between the characters and society. Issues of consumerism with analysis of advertising, propaganda and persuasion are also explored. Possible readings include: *A Lesson in Dying, A Raisin in the Sun, Autobiography of Malcolm X, Bone, Invisible Man, Merchant of Venice, One Flew Over the Cuckoo's Nest, The Bluest Eye, The Glass Menagerie, The Grapes of Wrath, Their Eyes Were Watching God.*

ENGLISH IV (2 semesters) This course is designed to introduce students to the rich and diverse heritage inherent in American literature. Emphasis is placed on the works of African-Americans, Asian-Americans, Hispanic-Americans, and Native Americans. Close reading and critical writing are emphasized.

MATHEMATICS

Students are required to take four years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

Student Outcomes:

- Develop abilities to reason logically and to understand and apply mathematical processes and concepts.
- Make connections among related mathematical concepts and apply them to other content areas—to the arts and to the world of work.
- Analyze how the field of mathematics continues to respond to changing societal and cultural forces.

OSA meets these goals through the following courses:

GENERAL MATH GRADE 6 In sixth grade, students apply their knowledge of the four arithmetic operations to statistics and probability. They learn the concepts of

the mean, median, and mode of data sets, and calculate the range. The course also focuses on one-step linear equations, formulas for circumference and area of geometric shapes, and working with ratios, percentages, and proportions.

PRE-ALGEBRA GRADE 7 Seventh-graders learn to use factoring, understand the properties of exponents, and convert different units of measurement. The course will also cover use of the Pythagorean theorem, volume and area of three-dimensional objects. Students increase their facility with ratio and proportions, compute interest, and graph linear functions. This course prepares students to advance to Algebra I.

ALGEBRA I GRADE 8 In eighth grade or upon successful completion of General Math and Pre-Algebra, students may advance to Algebra I. This beginning course focuses on the application of problem solving. Students develop the habits of accuracy and precision as they learn linear equations, systems of equations, and radical and quadratic equations. Students study the properties of exponents, radicals, and probability.

For Grades 9-12:

PRE-ALGEBRA (*2 semesters*) This course develops the foundation necessary for success in Algebra I. Students practice with operations and their inverses, establish problem-solving strategies, and work with variables and unknown quantities. Students study word problems, areas of geometric figures, and equations in one variable. Important concepts such as ratio, probability, and exponents are explored.

ALGEBRA I (*2 semesters*) This beginning course focuses on the application of problem solving. Students develop the habits of accuracy and precision as they learn linear equations, systems of equations, and radical and quadratic equations. Students are introduced to study the properties of exponents, radicals, and probability.

GEOMETRY & TRIGONOMETRY (*2 semesters*) Students learn how geometric concepts relate to the real world. Besides writing formal deductive arguments, students also study trigonometric identities, inverse functions, and equations.

ALGEBRA II (*2 semesters*) Students review the evaluation of algebraic expressions, absolute value equations, inequalities, linear equations, and models. Students develop solution strategies for systems of two and three linear equations. Students develop the concept of functions and their inverses through graphing and algebraic manipulation. Logarithmic, exponential, and conic functions are examined. Students also continue to study probability, exponents, and radical expressions, and explore advanced trigonometric concepts.

ALGEBRAIC GEOMETRY (*2 semesters*) This course is designed to review, reinforce, and extend concepts from Algebra I and Geometry. Students also investigate the connection between the coordinate plane and geometry, as a preparation for calculus. Students have the opportunity to solve systems of equations, determine the area and volume of geometric figures, and explore intermediate functions and their graphs.

PRE-CALCULUS (*2 semesters*) This course is designed to prepare students for college-level calculus. Students study functions and their graphs, sophisticated algebraic manipulation, the concepts of limits and infinity, and finding the area under a curve. Students explore sequences and series, conic sections, and solids of rotation. Matrix and vector algebras are introduced.

CALCULUS (*2 semesters*) This course builds upon the study of functions begun in Trigonometry. Students are introduced to polynomial, rational, exponential, and logarithmic functions in greater depth. This course is designed to prepare students for calculus.

ADVANCED CALCULUS (*2 semesters*) This course continues the study of polynomial, rational, exponential, and logarithmic functions in greater depth and detail.

INTEGRATED SCIENCE

Students will be required to take three years of laboratory science providing fundamental knowledge in at least two of the three science disciplines of biology, chemistry, and physics.

Student Outcomes:

- Learn to utilize scientific research and inquiry methods successfully.
- Be able to understand and apply major concepts underlying the various branches of science.

OSA meets these goals through the following courses:

EARTH SCIENCES GRADE 6 In sixth grade, students focus on plate tectonics, the important features of Earth's surface, and major geologic events. They also explore thermal energy, ecology, and Earth's resources. To gain a complete understanding of how scientific progress is made, students will develop a hypothesis, test it using the appropriate tools and technologies, and learn to analyze their results.

LIFE SCIENCES GRADE 7 This course focuses on cell biology, genetics, evolution, and structure and function in living systems. Students learn different reproductive processes and how traits are passed through generations. They will know what cells are made of and how they function. The course also offers a greater understanding of the history of life on Earth. Students continue to test their hypotheses and investigate the significance of their results.

PHYSICAL SCIENCES GRADE 8 Eighth-grade students focus on the concepts of motion, velocity, mass, and the role of gravity in forming and maintaining the shape of planets, stars, and the solar system. They study the structure of matter, physical change, chemical reactions, density, buoyancy, and the chemistry of living systems. This course familiarizes students with the periodic table of elements, and mathematical representation of data garnered from scientific research. Students learn to apply their knowledge of proportions and algebra to the reporting and analysis of data.

For Grades 9-12:

REACTIONS (*2 semesters*) Everything is connected in art, in science, and in life. In this integrated science class, students examine how interdependence is a common thread through Physics, Chemistry, Biology, and Earth Science and how only by looking at the world through these connections, we begin to understand learning. This class not only teaches the methods and concepts of science, but also explores

the cultural ramifications. This class is aligned with the California STAR Integrated Science I blueprints and features a laboratory component.

BALANCE (*2 semesters*) In its various forms, the balance of energy is integral to everything we experience. Students examine energy from many perspectives, covering in all the sciences, including the effects of changing balance in science and in society. This class is aligned with the California STAR Integrated Science II blueprints and will feature a laboratory component.

SYSTEMS AND INTERDEPENDENCE (*2 semesters*) In this course, we explore quantitatively the concepts approached from a qualitative standpoint over the last two years. The complexity of systems and theories are increased and the mathematics become more difficult. This class is aligned with the California STAR Integrated Science III blueprints and features a laboratory component.

BIOLOGY – CHEMISTRY SEMINAR (*2 semesters*) This course builds upon the theories of previous course work and continues with anatomy in more detail. Students are introduced to the fundamentals of chemistry through laboratory experiments.

WORLD LANGUAGE

Three years of study in a language other than English is required. Oakland School for the Arts offers programs in Romance Languages (French, Spanish, and Introductory Italian).

Student Outcomes:

- Gain the ability to demonstrate strong reading, writing, and speaking skills in at least one other language in addition to their native tongue.
- Understand key aspects of the culture, both past and present, of the second language.

OSA meets these goals through the following courses:

INTRODUCTION TO LANGUAGES GRADE 6 This course will introduce students to a variety of key expressions and phrases in a variety of languages useful in a multicultural environment. The focus of this class is not only the ability to communicate, but awareness of the presence of the multicultural community and its effect on language. Basic strategies for communication are emphasized.

BEGINNING LANGUAGE [FRENCH OR SPANISH] GRADE 7 This course will introduce students to the most basic elements of grammar and vocabulary in either the French or Spanish language. Awareness of the global presence and importance of each language is emphasized.

BEGINNING LANGUAGE [FRENCH OR SPANISH] GRADE 8 This course build on the structures and vocabulary learned in level 7, and aims to increase awareness of the historical and cultural importance of the language as well as its relevance to our local community.

For Grades 9-12:

DIFFERENT TONGUES (*2 semesters*) Students are introduced to the external development and fundamentals of three Romance languages: French, Italian, and

Spanish from various cultural, historical, and geographical perspectives. The linguistic aspect of language is introduced at a slow pace in a comparative perspective. Students study the common Latin roots to the three languages and focus on the external evolution of the three languages into their modern forms.

FRENCH I OR SPANISH I (*2 semesters*) Students are introduced to the fundamentals of either French or Spanish. The courses emphasize the acquisition of French and Spanish fundamentals for practical use enabling students to communicate in the target language with basic, high-frequency language use from the outset of the course. The students study basic conversation, pronunciation patterns, compositional, and grammatical structures. The courses give students the communicative functions, vocabulary, structures, and cultural information necessary to communicate in authentic French or Spanish.

FRENCH II OR SPANISH II (*2 semesters*) In these courses, students continue the study of French or Spanish. These courses feature enhanced fundamental, thematic, lexical, and grammatical ties to the basic course French I / Spanish I. Emphasis is placed on reading comprehension, pronunciation, fine-tuned structural and grammatical structures. The courses offer reinforcement of new concepts through a variety of structured and communicative activities. The various cultural contexts of the target languages will be explored, differences and similarities debated.

FRENCH III OR SPANISH III (*2 semesters*) These intensive courses offer students a thorough foundation in basic French or Spanish grammar, with particular emphasis on advanced oral and written expressions. Emphasis is placed on developing students' ability to communicate and to create with the target language. Speaking and listening ability is developed through oral exercises, individual reports, class discussions, songs, and videotapes. Reading and writing are developed through in-class and independent analytical reading and written exercises, and advanced composition assignments.

FRENCH IV OR SPANISH IV (*2 semesters*) Students investigate various cultures that speak the language by reading literature. Students continue to expand their vocabularies and develop oral/aural skills. Students are assigned pen pals with which they exchange letters. All classes are conducted in the language.

ITALIAN (*2 semesters*) Students are introduced to the fundamentals of Italian. The course emphasizes the acquisition of Italian fundamentals for practical use enabling students to communicate in the target language with basic, high-frequency language use from the outset of the course. The students study basic conversation, pronunciation patterns, compositional, and grammatical structures. The course gives students the communicative functions, vocabulary, structures, and cultural information necessary to communicate in authentic Italian.

Arts Studies

Students in grades 6-8 begin their training in the arts through a series of introductory courses in music, dance, theatre, and visual arts. The following courses are required for grades 9-12:

ARTS MANAGEMENT

FUNDAMENTALS OF ARTS MANAGEMENT (2 semesters) This course introduces students to skills of managing both arts organizations and individual artists. Students study contracts, financial reports, and other basic business practices.

FUNDAMENTALS OF NON-PROFIT ORGANIZATIONS (2 semesters) Students analyze the operations of a successful non-profit organization, including board and community development, fundraising, grant writing, by-laws, and tax reporting.

ADVERTISING AND MARKETING (2 semesters) In this course, students continue to investigate the varied range of successful models in promoting and generating public support for arts events.

ELEMENTS OF PRODUCTION (2 semesters) Students gain first-hand experience in designing and supporting arts events. This includes contract negotiations, ticketing, seating, box office, house management, supplementary paraphernalia sales, press, printed materials, programs, and interfacing with the technical and artistic components of the event.

ARTS MANAGEMENT III (2 semesters) Students write two more grants on behalf of the school and completely manage all school shows. Students complete their portfolios.

DANCE

ARTS ROTATION: DANCE ABOUT THE WORLD (1 quarter) This course includes a variety of styles and techniques from around the world and serves as the foundation for all of first-year study. Students study body movement as a means of expression, as well as the cultural manifestations of dance. This course focuses on building dance vocabularies and self-discovery through movement. Students are grouped according to ability and interest. Advanced students receive training in Ballet.

BALLET I & II (2 semesters) Students learn basic fundamentals and gain an understanding of how ballet works in the contemporary world of dance. Students work at one of two levels: Beginning or Beginning II, and through our alliance with Savage Jazz Dance Company, professional instruction is provided for both of these levels.

BALLET III (2 semesters) Expanding on the basic fundamentals, students develop strength through adagios, concentrating on jumps and presentation, with more challenging materials and greater demands. Students work at two levels: Intermediate and Advanced. Professional instruction will be provided at both levels.

CONTEMPORARY DANCE I & II (2 semesters) Students work on technique of movement, contractions, stamina, and strength.

CONTEMPORARY DANCE III (2 semesters) Based on the Dunham technique, this class concentrates on the development of strength, alignment, stretch, flexibility, control, coordination, and breathing.

DANCE HISTORY, THEORY & PRACTICE I (2 semesters) This course continues the study of dance from a global perspective. Students study a wide range of dance, in

both theory and practice. Dance History focuses on the role dance has played in the development of civilizations.

DANCE HISTORY, THEORY & PRACTICE II (*2 semesters*) This course, for advanced dancers, takes a close look at 20 choreographers representing various cultures. Students approach choreography from a theoretical perspective. Students create original work.

LITERARY ARTS

INTRODUCTION TO CREATIVE WRITING (*2 semesters*) This course allows first-year literary students to identify the kinds of writing they will explore throughout their experience as OSA students. Students explore various genres of creative writing: poetry, fiction, creative nonfiction, spoken word, and literary criticism.

JOURNALISM (*2 semesters*) The Department of Literary Arts is responsible for producing several student-driven publications including the school newspaper, yearbook, and the OSA literary magazine. This class involves the study and production of publications from newspapers to popular magazines.

ART, THEORY, AND LITERARY CRITICISM I (*2 semesters*) The course explores the concept of “aesthetics” through the arts and related types of experience from philosophical, historical, scientific, and other theoretical viewpoints. “The arts” are understood to include not only traditional forms such as painting, dance, and sculpture, but also more recent additions such as photography, performance art, decorative art, film, electronic or digital production, and various aspects of popular culture.

FICTION I (*2 semesters*) Students explore both the structural and stylistic aspects of fiction writing. Focusing on short fiction, students learn the various literary devices and terminology associated with fiction writing. Students also study works of short fiction representing a range of cultural perspectives.

JOURNALISM (*2 semesters*) The Department of Literary Arts is responsible for producing several student-driven publications including the school newspaper, yearbook, and the OSA literary magazine. This class involves the study and production of publications from newspapers to popular magazines.

POETRY I (*2 semesters*) This course explores a range of poetic styles, from sonnets and haiku to free verse and intersections of image and text. Students develop a fundamental understanding of the history of poetry through reading and creative writing.

ART, THEORY, AND LITERARY CRITICISM II (*2 semesters*) The course continues the exploration of the concept of “aesthetics” through the arts and related types of experience from a philosophical, historical, scientific, or other theoretical viewpoints. “The arts” are understood to include not only traditional forms such as painting, dance, and sculpture, but also more recent additions such as photography, performance art, decorative art, film, electronic or digital production, and various aspects of popular culture.

FICTION II (*2 semesters*) Students build upon structural and stylistic approaches to fiction writing learned in Fiction I. Focusing on short fiction, students employ

various styles of fiction writing to create a body of short fiction work. Students also study works of fiction representing a range of cultural perspectives.

NON-FICTION I (*2 semesters*) In this course students write essays and revise them thoroughly. Students test new approaches, experiment with new structures, new styles, and new voices. Students read and discuss a wide variety of highly original contemporary essays, while focusing on the essays that the students write. Emphasis is placed on what is being written (i.e. the content of an essay), and how it is written (i.e. its organization, style, voice, language).

POETRY II (*2 semesters*) This course turns its attention to exploration and study of contemporary poetry, especially lyric and narrative poetics. Students continue to develop a fundamental understanding of the history of poetry through reading and creative writing.

POETRY III (*2 semesters*) This course continues to study form and encourages students to investigate content. Students complete their original book of poems.

FICTION III (*2 semesters*) Students study theories of writing by reading examples of various types of short fiction as they develop their own voice. Students complete major projects.

NON-FICTION II (*2 semesters*) This course focuses on students writing feature articles and getting them published.

MUSIC

ARTS ROTATION: ORGANIZED SOUND (*1 quarter*) This course introduces students to the concept of music as organized sound. Students study basic theory and notation, music history and appreciation, and ear training. Students learn rhythms and time signatures, key signatures, scales, intervals, and triad and seventh chord formation. Much of the course is taught in the music laboratory, equipped with a full-featured MIDI (Musical Instrument Digital Interface) system that allows students to create and perform compositions.

SOUND DESIGN & RECORDING I (*2 semesters*) In this course, students begin to learn the workings of a sound recording studio. Students learn basic music notation and sequencing software as well as the basic theoretical and practical uses of studio equipment.

SOUND DESIGN & RECORDING II (*2 semesters*) Students continue learning the workings of a sound recording studio. Students learn advanced music notation and sequencing software as well as a more hands-on approach to the practical uses of studio equipment.

COMPOSITION/ARRANGEMENT I (*2 semesters*) Students learn the basis of composition techniques and strategy. Through analysis, students study basic melodic and harmonic arrangement, instrumentation and transposition, and style appropriate chord progressions. As well, students learn how to notate and score composition for various instruments and voices. At the end of each semester, students have one of their compositions or arrangements performed by themselves or fellow classmates.

COMPOSITION/ARRANGEMENT II (*2 semesters*) Students learn the basis of composition techniques and strategy. Through analysis, students study melodic and harmonic arrangement, re-harmonization techniques, instrumentation and transposition, and style appropriate chord progressions. As well, students will learn how to notate and score composition for various instruments and voices. At the end of each semester, students will have one of their compositions or arrangements performed by themselves or fellow classmates.

THEORY & PRACTICE I (*2 semesters*) In this course, students study pitch, note value, and song form, as well as intervallic, melodic, and rhythmic analysis. Students gain a better understanding of contemporary music by examining the origins and continuing practices of music in world cultures. Students continue to develop ear training. Much of the course is taught in the music laboratory.

THEORY & PRACTICE II (*2 semesters*) This course focuses on triad chord formation and basic progressions, as well as intermediate harmonic, melodic, and rhythmic analysis. Students also study the origins and continuing practices of music in world cultures. Students continue to develop ear training. Much of the course is taught in the music laboratory, equipped with a full-featured MIDI (Musical Instrument Digital Interface) system that allows students to create and perform compositions.

THEORY & PRACTICE III (*2 semesters*) This course allows students to study 7th chord formation and common progressions as well as advanced harmonic, melodic, and rhythmic analysis. Contemporary music is analyzed by examining music in world cultures. Students continue to develop ear training, ensemble work, and skills in the music laboratory, where students create and perform compositions.

MUSIC HISTORY I (*2 semesters*) This course examines the historical timeline of musical styles from the early 1600s through the early 1800s. We discuss times, places, and significant figures and their contributions to fine arts, politics, and society in all walks of life and around the world. This course uses contemporary music as a platform to study world music history.

MUSIC HISTORY II (*2 semesters*) This course examines the historical timeline of musical styles from the late 1800s through the contemporary period. We discuss times, places, and significant figures and their contributions to fine arts, politics, and society in all walks of life and around the world. This course uses contemporary music as a platform to study world music history.

MUSIC CD PRODUCTION (*2 semesters*) Students develop their compositions utilizing editing, mixing, and mastering techniques learned in class. All student work is contained within a collection of CDs and DVDs to be distributed throughout the Oakland community, all classes are held in a Multi-Track Recording studio with full MIDI and Audio capacity.

MUSIC HISTORY, THEORY & PRACTICE III (*2 semesters*) Students continue to study the history around the lives of various composers. Performance students focus on preparing for auditions. Design & Recording students focus on completing demonstration packages.

JAZZ BAND (*2 semesters*) Advanced instrumental ensemble work and repertoire rehearsal. Students have the opportunity to perform in regularly scheduled OSA concerts and all other OSA events.

LAB BAND (*2 semesters*) Beginning instrumental ensemble work and repertoire rehearsal students have the opportunity to perform in regularly scheduled OSA concerts and all other OSA events.

CONCERT CHOIR (*2 semesters*) Advanced vocal ensemble work and repertoire rehearsal. Students have the opportunity to perform in regularly scheduled OSA concerts and all other OSA events.

LAB CHOIR (*2 semesters*) Beginning vocal ensemble work and repertoire rehearsal. Students have the opportunity to perform in regularly scheduled OSA concerts and all other OSA events.

THEATRE

ARTS ROTATION: STORYTELLING IN SOCIETY (*1 quarter*) Students are taught to approach theatre as a form of storytelling with a unique cultural perspective. As students read plays from various styles, genres, and cultures, they develop and perform their own play. In addition to playwriting, students are introduced to acting, costumes, lights, make-up, sets, stage management, and the physical theatre.

INTRODUCTION TO ACTING (*2 semesters*) This course is designed for those interested in pursuing theatre studies. Students encounter a series of plays and criticism that span theatre history. This course teaches the beginning actor the questions to be asked as the actor makes choices in preparing a role. Teaching tools include theatre games, improvisations, monologues, and scene study. In their second semester, students prepare a series of one-act plays for performance.

THEATRE SEMINAR (*2 semesters*) Students are taught to approach theatre as a form of storytelling with a unique cultural perspective. As students read plays from various styles, genres, and cultures, they develop and perform their own play. In addition to playwriting, students are introduced to acting, costumes, lights, make-up, sets, stage management, and the physical theatre. They also study some fundamental theatre theory and history.

THEATRE HISTORY, THEORY, & PRACTICE I (*1 semester*) In Theatre History, students study the relationship between dramatic literature and production practices. Plays that capture the essence of each era are explored through theatre architecture, design, and political significance. The first section of this course covers the Greeks to the Renaissance. All Second-Year theatre students take this course.

Theatre students also take selections from the following:

THEATRE PERFORMANCE A This course builds on the foundation gained in Acting I. This course teaches the beginning actors the questions to be asked as they make choices in preparing a role. Students encounter a new play each semester that they prepare for performance. Teaching tools include theatre games, improvisations, monologues, scene study, and character analysis. Enrollment in this class is by audition only.

THEATRE PERFORMANCE B This course builds on the foundation gained in Acting I. This course teaches the beginning actor the questions to be asked as they make choices in preparing a role. Students encounter a series of scenes each semester that they prepare for in-school performance. Teaching tools include theatre games, improvisations, monologues, scene study, and character analysis.

THEATRE DESIGN This class focuses on the creating of designs for current departmental productions. Students each have an individual assignment for each show that they work on under the supervision of the design instructor. Enrollment in this class is by assignment only.

THEATRE PRODUCTION Students execute the designs conceived by their peers, which includes building sets, props and costumes, hanging lights, and working on the running crews for all OSA productions.

ELEMENTS OF DESIGN I (*2 semesters*) Set, Light, and Costume design students are introduced to the fundamentals of design. Students read plays and complete paper designs and models.

INTRODUCTION TO TECHNICAL THEATRE I (*2 semesters*) Students study the crafts of various production personnel, including set, light, and costume design, as well as stage management and technical design. Students learn a technical vocabulary in a hands-on environment.

MOVEMENT AND IMPROVISATION I (*1 semester*) Actors explore a wide range of possibilities for movement onstage, through study of codified and naturalistic styles in both dance and theater. Improvisation exercises will constitute a major portion of class time.

MUSICAL THEATRE WORKSHOP I (*2 semesters*) Those students interested in pursuing the musical theatre emphasis can audition for the current production. If selected, they participate in the rehearsal and performance process. They also work on building basic technical skills and exploring a beginning repertoire.

SCENE STUDY I: ACTING REALISM (*1 semester*) Students work with basic realistic and naturalist acting techniques, drawn primarily from the work of Stanislavski, Hagen, and Adler. They study and perform scenes from modern and contemporary dramatic texts

VOICE & SPEECH I (*1 semester*) This course focuses on vocal technique for the theatre, including work on breath, diction, articulation, projection, accent, and proper warm-up exercises for rehearsal and performance.

STAGE MANAGEMENT I (*2 semesters*) The role of the production stage manager requires a deep commitment to the artistic process. This course examines the creative process by recognizing the artistic goal of the director's vision and communicating the needs of the production effectively to the collaborating team in order to fulfill that vision.

THEATRE HISTORY, THEORY, & PRACTICE II (*2 semesters*) In Theatre History, students study the relationship between dramatic literature and production practices. Plays that capture the essence of each era are explored through theatre architecture, design, and political significance. The second section of this course covers the Renaissance to the present. All Third-Year theatre students take this course.

MOVEMENT AND IMPROVISATION II (*1 semester*) Actors continue their study of stage movement. This section of the course relies heavily on exercises and techniques used by various theatre practitioners. They explore techniques used in both realistic and abstract styles of drama.

VOICE AND SPEECH II (*1 semester*) Students develop a deeper understanding of the anatomy and structure of the human voice. Using exercises developed by Kristin Linklater, students work on a more sophisticated control of their vocal technique.

ELEMENTS OF DESIGN II (*2 semesters*) Students learn the fundamental design skills for each of the four major areas of design – set, lighting, costume, and prop – incorporating their knowledge of basic design elements and concept learned in their introductory classes.

STAGE MANAGEMENT II (*2 semesters*) Students move from the study of a stage manager's role in rehearsal to their role in performance. How to call a show from a prompt book, how to communicate with colleagues onstage, and how to prepare performance in the rehearsal process will also be reviewed.

DRAFTING (*2 semesters*) Students learn to use industry-standard technology to represent their designs for both lighting and sets. They explore the process from envisioning a concept to the creating of plans that a technical director can use to execute their ideas.

THEATRE HISTORY, THEORY, & PRACTICE III (*2 semesters*) In Theatre History, students continue to study the relationship between dramatic literature and production practices. Students read plays, critique scenes, and study various production styles. Required for all third-year theatre students.

ACTING III (*2 semesters*) This is an advanced class in scene study and improvisation. Material covers several genres. Students continue work in Voice, Speech, and Movement. Students prepare for auditions and performances.

TECHNICAL THEATRE III (*2 semesters*) This advanced class is responsible for the technical support of all school shows. Students prepare for shows and complete their portfolios.

ELEMENTS OF DESIGN III (*2 semesters*) Design students design all school productions and complete their portfolios.

STAGE MANAGEMENT III (*2 semesters*) Student stage managers work with teachers to organize all school productions. Students are responsible for all stage management duties.

VISUAL ARTS

ARTS ROTATION: THE MUSEUM (*1 quarter*) In quarterly rotation, all first-year students take this course as a close look at different museums from around the world. Through the study of various collections, students are introduced to the concept of aesthetics and the wide range of genres in visual arts.

PAINTING & COMPOSITION I (2 semesters) Students take an in-depth exploration of elements, principles, theories, and concepts of color and composition in painting method and techniques, with a focus on craftsmanship and presentation. A wide variety of media is employed.

DRAWING & ILLUSTRATION I (2 semesters) Students are introduced to drawing basics from the classical approach, with a focus on anatomy and drawing from life. Core assignments are based on field sketches, still life, and formal complex drawings. Various media are employed.

INTRODUCTION TO GRAPHIC DESIGN (2 semesters) In this course, students explore the bridge between fine art and digital design, with the integrated use of digital photography, typography, and imaging. The emphasis is centered on concept, craft, and clarity of communication in the graphics medium to support all OSA marketing and promotional collateral.

INTRODUCTION TO WEB DESIGN (2 semesters) In this course, students use Dreamweaver-MX to learn the basics in small website design, interface planning, publishing, maintenance, and integrating web media.

DIGITAL PHOTOGRAPHY (2 semesters) This introduction course builds on the fundamentals of traditional photographic concepts, with a focus on the technical fundamentals, visual communication, two and three-dimensional objects, and lighting. An introduction to digital camera operations and the creative freedom it provides is a strong focus in this course.

PAINTING & COMPOSITION II (2 semesters) This intermediate studio course explores contemporary painting methods such as abstract, field of color, cubism, expressionism, and conceptual art. Composition, color, line, light, shadow, form, and texture are covered, and students learn how to work from life, still life, and photographs. A wide variety of media is employed.

DRAWING & ILLUSTRATION II (2 semesters) In this intermediate studio course, students further explore such drawing techniques and principles as line, shape, value, texture, volume, and perspective. Students work from a variety of subjects, including still life and a model. A wide variety of mediums is explored on multipurpose drawing papers.

STORYBOARD I (2 semesters) The focus of this introduction is on learning to communicate the drama of movement and special effects through effective design and pacing. Course topics include storytelling, storyboarding formats, quick drawing, line-of-action, volume, and caricature. Students also design their own characters models.

COLOR DYNAMICS I (2 semesters) This course investigates the four key components of color theory: 1) Electronic color and its differences from pigment-based color 2) The history of color models 3) An introduction to Goethe and his color triangle, and its application to color mixing 4) Color contrasts explored through the Joseph Albers theory.

ART HISTORY & CRITICISM (2 semesters) This course offers an historical overview of artistic achievements, and all the key art movements. The accessible and informative format of slide presentation and discussion allow the student a deeper understanding

of modern and contemporary art. Painting, drawing, sculpture, new media, and photography are explored.

COLOR DYNAMICS II (*2 semesters*) This intermediate course covers more advanced principals in color theory, such as spatial effects, ordering by values, diffractive, and perceptual aspects of color. Students will also examine the interaction and symbolism of color applied to conventional and new media.

D-VIDEO & FILMMAKING (*2 semesters*) In this course, students learn to use FinalCut Pro, Adobe AfterEffects, and DvGarage's digital video & film production tools to write, shoot, pre- and post-produce one digital film per semester. Semester I (a documentary) Semester II (a film short).

ANIMATION I (*2 semesters*) Students learn to use an industry standard cartoon animation tool which builds a foundation in character design, timing, FX, lip-synchronization, composition, camera movement, and integrate audio and foley sounds.

INTRODUCTION TO PRINTMAKING (*2 semesters*) This introduction course examines the origins of traditional printmaking, which considers the integration of 16th-century print processes with the latest in digital imaging technologies--all with non-hazardous materials. This studio application is designed to offer environmentally safe alternatives to the more hazardous printmaking materials.

ARTIST AS CURATOR (*2 semesters*) In this course, art students explore the curatorial process, in a collaborative model of making exhibitions, centric to the trend of artist-as-curator. In support of student exhibition and public art, a variety of roles explore curatorship, graphic and exhibition design, installation, and conservation.

VISUAL ARTS HISTORY, THEORY, & PRACTICE III (*2 semesters*) Students continue to learn computer programs by completing projects in video, computer graphics, and animation. Visual Arts students continue to work with theatre design students on school shows. Students complete their major projects and portfolios.

ADDITIONAL PROGRAMS

INTERSESSION During the month of January, students enroll in an intense four-week course. The varied topics provide an in-depth, interdisciplinary exploration. Each course focuses on the interest and expertise of the instructor.

SATURDAY SCHOOL The Saturday School program at Oakland School for the Arts offers additional instruction to its students. Saturday School provides students the opportunity to enhance their education by reinforcing their skills in Mathematics and English. Saturday sessions complement weekday classes and provide additional support for the California High School Exit Exam and required standardized tests.

OSA Saturday School primarily addresses the needs of students currently falling below OSA standards; however, instruction is also provided for all academic levels. Average or above average students wishing to maintain or improve grades are encouraged to enroll in Saturday School classes as well. Classes are offered on the first three Saturdays of each month, from 9:30 a.m. – 1:00 p.m.

All Saturday School teachers hold credentials in the State of California. In addition

to these teachers, an on-site OSA staff member will be available to assist with student supervision and any other student concerns.

Students do not receive grades for Saturday School. However, teachers assess student progress through class work, participation, quizzes, and tests. (These assessments are mailed to parents each month.)

Saturday School is not offered for grades 6-8.

FIELDTRIPS & ARTS EVENTS As part of the program, students are required to attend evening events in the Bay Area--i.e. art exhibits, music concerts/recitals, dance concerts, and plays. First-hand experience and observation are fundamental to a well-rounded artistic education, and frequent fieldtrips provide students with opportunities to witness the application of theory. Students frequently attend arts events through outings organized by the OSA administration.

Field Trips include:

Alvin Ailey Dance, Zellerbach Theatre – Berkeley
Dance Theater of Harlem, Zellerbach Theatre – Berkeley
Gamelan Sekar Jaya, Zellerbach Theatre – Berkeley
Great America, Santa Clara
Hairspray, Geary Theatre - San Francisco
La Boheme, Curran Theatre – San Francisco
Museum of Modern Art, San Francisco
Oakland East Bay Symphony, Paramount Theatre – Oakland
Oakland Museum of California - Oakland
Proof, Dean Lescher Regional Center for the Arts - Walnut Creek
Romayana, American Conservatory Theatre – San Francisco
San Francisco Ballet, War Memorial Opera House – San Francisco
The Memoirs of JFK, City College of San Francisco
The Notebooks of Leonardo Da Vinci, Berkeley Repertory Theatre
Three Mo' Tenors, Paramount Theatre – Oakland
Three Sisters, American Conservatory Theatre – San Francisco

MASTER'S SERIES OSA has hosted guest artists in a series of lectures and demonstrations.

Artists include:

John Handy In Concert
Savage Jazz Dance Company
Marcus Shelby Jazz Orchestra
Baz Luhrman – Director of *Moulin Rouge* and *La Boheme*
Stephan Harris – Vibraphonist
Paul Taylor 2 Dance Company
David Krakauer featuring Klezmer Madness
WordPlay – a showcase of local spoken word artists

SUPPORTING ORGANIZATIONS OSA's teaching/learning relationships include:

California College of Arts

OSA and CCA have an agreement by which CCA provides two of its students to teach visual arts courses at OSA. They each teach two courses for one semester, exposing OSA students to a range of artistic styles and techniques.

dvGarage

dvGarage is a local company dedicated to training the next generation of visual media artists around the world. OSA Visual Arts has been a strategic partner with dvGarage as one of several schools participating in a pilot project, which makes use of their proprietary training products.

PixelCorps

As an subsidiary of dvGarage, PixelCorps is an online training forum, providing access to students, graphic artists migrating to greener pastures, and educators who stay current with industry trends.

MILI

The Multisensory Interactive Arts Initiative (MILI) is developing a math-based computer game. OSA students have been intimately involved in all aspects of the emerging prototype.

Oakland Ballet

OSA contracted two ballet teachers through Oakland Ballet, exposing both beginning and advanced dance students to professionals with years of experience.

Bridge Project

Oakland Youth Chorus

Oakland Youth Orchestra

Port of Oakland

Oakland Museum of California

YouthSpeaks

Savage Jazz Dance Company

Unlike many traditional high schools, the arts program offered by Oakland School for the Arts is not just a series of “elective”-type arts classes. Instead, Oakland School for the Arts offers a fully pre-professional program that provides students with the technical, creative, business, and academic skills they will need to pursue careers in the arts. The school also provides students with exposure, experience, training, and performance opportunities in the vast professional world of the arts.

Oakland School for the Arts
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**ELEMENT C: METHODS TO ASSES PUPIL PROGRESS
TOWARDS OUTCOMES**

Ongoing evaluation of students' artistic development is crucial to successful arts education, and several measures of success are built into OSA's programs and curriculum. The tone for excellence is set during the audition process that determines a student's acceptance into the school, and establishes a baseline for measuring future artistic development. During the initial audition, a three-person panel of arts educators, along with the School Director, reviews the potential student's performance or on-site assignment, and interviews the student about his or her skills and goals. Later performances or assignments, periodically reviewed by similar panels throughout a student's tenure at OSA, are compared and evaluated for improvement.

Parental involvement is another key evaluation component which begins early in the family's involvement with OSA. A conference that includes the student, parent(s), and staff comprises the second part of the admissions process. Later, parents are expected to participate in OSA's Alliance of Parents and Teachers, and are repeatedly invited to comment on their own feelings about their children's experience at the school through other regular conferences with students and instructors.

OSA also emphasizes the importance of its students' participation in their own educational plans and goals. Periodic surveys, as well as informal communications between students and staff provide additional opportunities to evaluate student performance and satisfaction with the school's programs.

Tools for Assessing Pupil Progress

ASSESSMENT EXAMS

As a tool for assessing the needs of incoming students, OSA tests students in Mathematics and English before they enroll.

GRADES

OSA uses the following grade scale:

Score Range	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	No Credit	1.33
63-66	No Credit	1.00
60-62	No Credit	0.67
0-59	No Credit	0.00

The average GPA is 3.02.

PRACTICE TESTING

OSA students take a practice standardized test at the beginning of each grading period. These tests not only monitor student improvement, they also allow students to become more comfortable with standardized tests.

STANDARDIZED TEST RESULTS

2004 STAR Testing³

Category	OSA	OUSD	Success
9 th Grade ELA	Mean Score: 368.0 % Far Below Basic: 2%	Mean Score: 301.7 % Far Below Basic: 27%	Yes
10 th Grade ELA	Mean Score: 355.2 % Far Below Basic: 3%	Mean Score: 297.1 % Far Below Basic: 28%	Yes
Algebra	Mean Score: 313.7 % Far Below Basic: 0%	Mean Score: 282.5 % Far Below Basic: 25%	Yes
Geometry	Mean Score: 314.2 % Far Below Basic: 8%	Mean Score: 278.4 % Far Below Basic: 24%	Yes
World History	Mean Score: 336.1 % Far Below Basic: 10%	Mean Score: 283.7 % Far Below Basic: 48%	Yes

2002-2003 AND 2003-2004 API RESULTS⁴

Category	OSA		OUSD	
	2002-2003	2003-2004	2002-2003	2003-2004
Academic Performance Index (API) Score	719	754*	592	601
Ethnic Balance (2002-2003)	African-American: 54% Latino: 5% Asian: 2% White: 39%		African-American: 43.3% Latino: 32.2% Asian: 15.4% White: 5.8%	
Free or Reduced Lunch (2002-2003)	37%		66.2%	
Average Class Size	20		25.6	

*The API of 754 is currently the highest in the Oakland Unified School District whose overall district API is currently 601. The growth target for the 2003-2004 school year was 4; OSA surpassed that target with a growth of 34.

The 2003-2004 racial distribution is as follows: African-American: 50%, Latino: 10%, Asian: 5%, White: 28%

PORTFOLIO REVIEW

OSA faculty was unable to organize an effective portfolio review for our first year. Efforts to build portfolios were inconsistent, presenting an unclear picture of student progress. However, portfolio reviews were very successful

³ Source: California Department of Education Website - www.cde.ca.gov

⁴ Source: California Department of Education Website - www.cde.ca.gov

during our second year. Student involvement and response was substantial and impressive. This year, each student will receive two portfolio reviews.

2003-2004 CALIFORNIA HIGH SCHOOL EXIT EXAM⁵

Category	OSA	OUSD	Success
CAHSEE Mathematics	Mean Score: 375 % Passing: 76%	Mean Score: 356 % Passing: 52%	Yes
CAHSEE English-Language Arts	Mean Score: 387 % Passing: 83%	Mean Score: 354 % Passing: 54%	Yes

Three OSA students had perfect scores in English.

SUMMARY

OSA grading policies seem to be fair indicators predicting students' results on statewide standardized tests. Students are consistently demonstrating excellence in English language testing and significantly above average but still below excellence in mathematics testing. Student grades in these courses are consistent with these results.

⁵ Source: California Department of Education Website

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ELEMENT D: GOVERNANCE STRUCTURE

A committed and capable board of directors governs Oakland School for the Arts. The Board meets monthly and abides by all Brown Act requirements. (See Bylaws and Meeting Schedule.) The biographies of the directors are as follows:

JERRY BROWN, CHAIRPERSON – is Mayor of the City of Oakland and recently re-elected to another four-year term. Mayor Brown has a long history in electoral politics, including being elected Governor of California in 1978 by the largest vote margin in state history. As governor, Mayor Brown restructured the California Arts Commission with practicing artists and increased funding by 1300%. As chairperson of OSA's Board of Directors and its chief fundraiser, Mayor Brown's proven commitment to the arts is matched by his dedication to the vast improvement of public education in Oakland.

BRUCE LAWRENCE, M.D., PRESIDENT – is a family practitioner who has practiced medicine in Oakland for 30 years. His interest and commitment to the arts is equally long-standing; he is the former President of the Board for The Magic Theatre and Lines Ballet, and has also served tirelessly on the boards of Oakland Ballet, Axis Dance Company, and the Artship Foundation. A physician concerned with the arts and the community, Dr. Lawrence has devoted his life to public service, including the betterment of public education in Oakland. He is the father of two children and a stepfather of two young children.

GORDON FULTON, CHIEF FINANCIAL OFFICER – is the President of Concept Marine Associates, Inc. (CMA), and WDP West, managing well over 100 structural restoration, engineering, and construction projects during a career spanning 25 years. Under Mr. Fulton's guidance, his firms have won numerous awards for technical expertise and exceptional project delivery, including several for waterfront and recreational developments. He brings to OSA a formidable wealth of expertise in fiscal planning and the construction management process.

HAROLD PENDERGRASS, SECRETARY – is a Brown-appointee to the Oakland Unified School District Board of Education and a two-term Chair of the Finance and Human Resources Committee. Mr. Pendergrass did extensive research in communications law and educational law and policy at UC Berkeley's School of Law. He was an advisor to President Carter, specializing in the areas of minority and cultural affairs. In addition to his tax practice and other professional and civic endeavors, Mr. Pendergrass is committed to improving accessibility to quality education, which he believes must include the arts and technology. He serves on the boards of two other high performing charter schools.

LONI BERRY, DIRECTOR - works primarily in theatre as composer, playwright, and director. His works have been produced at various theatres nationwide. Mr. Berry has taught acting, directing, and playwriting at Williams College, Smith College, University of Washington and University of California, San Diego, and is an Associate Professor at California State University, San Marcos in the Department of Visual and Performing Arts.

ALAN GLENN - is Vice President and Private Banker with Wells Fargo Private Client Services. Mr. Glen is responsible for providing comprehensive, customized and confidential financial services to individuals and families, helping them achieve their immediate and long-term financial goals by providing depository, credit-based and wealth management products. He has held several positions with Stanford University Department of Athletics including Assistant Athletics Director for Student & Staff Services, Football Operations, and Human Resources. He is a member of the Brown University Council on Athletics, Brown Alumni Association, and the Stanford Alumni Association. He was a teacher of mathematics at the secondary level and started a tutorial program for remedial students while working with the New York Board of Education.

ANNE GUST - is Executive Vice President and Chief Administrative Officer of Gap Incorporated. In her current role, Ms. Gust is responsible for the Human Resources, Legal, Corporate Administration, Corporate Architecture & Construction, Real Estate, Global Compliance, Corporate Communications, and Gap Foundation departments. Ms. Gust joined Gap Inc. in 1991 as Associate General Council, where she has served as Senior Vice President, General Counsel, and Secretary.

LUCELLA HARRISON – was twice elected to the OUSD Board of Education, where she served on several committees and as President for one term and Vice President for two terms. Mrs. Harrison began her career as a teacher in Cole Elementary School in West Oakland, which she also attended during her youth. Mrs. Harrison’s commitment to urban public education has been lifelong and continues. She recently came out of retirement to serve temporarily as principal of a public school in Richmond. Her granddaughter attends OSA.

DORTY NOWAK – is Senior Vice President and Principal of Woodruff-Sawyer & Co., an insurance brokerage and consulting firm. In her current role, Mrs. Nowak is responsible for the firm’s Employee Benefits Practice. She has 25 years of consulting experience, with a focus on developing global programs for multinational corporations. Mrs. Nowak has a B.A. from Northwestern University with a concentration in English literature and drama, and an M.A. from The University of Chicago. She has long been involved in the arts and education, as a professional dancer and model in Chicago, as an events manager for a musical organization in San Francisco, and as a high school English teacher.

JONATHAN SPEED – is a financial consultant for Ernst & Young, LLP. As a Brown University alumnus, he has actively supported academic enrichment on Brown’s Board of Trustees, as well as through his work with the Bay Area Youth Foundation and as an Executive Alumni Committee Member for the University School (Ohio). While living in Cleveland, Ohio, Mr. Speed worked as an Associate for Cleveland Tomorrow, a nonprofit organization involved in economic development. He worked with Fortune 500 CEOs to design and implement initiatives addressing the economic needs of northeastern Ohio. Currently, Mr. Speed serves on the Board for Recommind, a Berkeley-based software company. He is also a member of the Advisory Board for the National Collegiate Inventors & Innovators Alliance, and Langston Hues, LLC.

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ELEMENT E: EMPLOYEE QUALIFICATIONS

Oakland School for the Arts retains and employs a teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing. These teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

Oakland School for the Arts also employs non-certified instructional staff for non-core classes. These teachers have an appropriate mix of subject matter expertise, professional experience, and demonstrate capacity to work successfully in an instructional support capacity.

OSA School Year 2004-2005

Academic Faculty

Oakland School for the Arts currently employees twelve (13) credentialed faculty members to teach core classes. Three of those teachers hold doctorate degrees. Many hold preliminary or emergency credentials and/or are enrolled in credential programs.

CONSTANTIN ANDRONIC, Math
B.A., University of Bucharest

KAREN CARONNA, English
B.A., University of California at Berkeley
M.A., San Francisco State University

ADELAIDE CHENG, Science
B.A., University of California, Berkeley

KERRIN CONROY, Social Science
B.A., University of San Diego
M.A., University of San Diego

GABRIEL ROSS, Science
B.A., University of California at Santa Cruz
B.S., University of California at Santa Cruz

ROALD DEJEAN, Math
B.S., Humboldt State University

JOHN PRZYBOROWSKI, English
B.A., San Francisco State University

PENELOPE THOMAS, English
B.A. Rice University
M.A. University of California at Santa Cruz

PAUL KOH, Social Science
B.A., University of California, Davis

PETER MAIER, Spanish
A.B., University of Kansas
M. Div., Princeton University
D.M. (Doctor of Ministry), Graduate
Theological Union at UC Berkeley
Ph.D., University of the Cameroun, West
Africa

CARRIE WATERMAN, Science
B.S., Humboldt State University

ZACHARY POLSKY, Romance
Language
B.A., Grinnell College
Ph.D., University of California, Davis

JEREMY TAYLOR, Math
B.A., Swarthmore College
M.S., The London School of Economics

Arts Faculty

To support the school's mission of providing pre-professional arts education, the school also employs professional art teachers.

Though the current charter expressly waives the credential requirement for arts faculty, OSA continues to apply for emergency permits for art teachers with completion of required college/university degrees and course credits and California Basic Educational Skills Test (CBEST). OSA employs credentialed art teachers for the purpose of completing the visual and performing arts component of the A-G requirements needed for application to the University of California system schools.

ATEMU ATON, Instrumental Music
B.A., Chicago State University
M.M., New England Conservatory of Music

CHRISTOPHER KERR, Literary Arts
B.A., Columbia University

DOUGLAS BENEROFE, Literary Arts
B.A., University of Vermont
M.F.A., St. Mary's College

STEPHEN CRANDELL, Technical Director
SCERA Theatres - Orem, Utah

DAVID GRAYBILL, Theatre
B.F.A., New York University

JOSH KEYES, Visual Arts
B.F.A., School of the Art Institute of Chicago
M.F.A., Yale University

ELIZABETH DELANEY MILLER, Vocal
Music
B.A., Washington State University
M.M., San Francisco Conservatory of Music

ANDREY TARNARUTSKIY, Theatre
B.S., Moscow Polytechnical University,
Russia
B.F.A., Shchukin Theatre College at
Vakhtangov State Theatre, Moscow, Russia
M.A., New York University

AUGUSTIN LUNA, Arts Management
B.A., University of California, Berkeley

CAVA MENZIES, Vocal Music
B.A., Berklee College of Music

JOSY MILLER, Theatre
B.A., Barnard College of Columbia
University

REGINALD RAY-SAVAGE, Dance
Katherine Dunham Dance Company
Savage Jazz Dance Company

MAIA SIANI, Dance
North Carolina School of the Arts
The Ailey School, New York City
Dayton Contemporary Dance Company

Teacher Credential Information

SCHOOL YEAR 3 2004 - 2005

Teacher	Assignment	Credential Information
Penelope Thomas	English	Emergency permit - English
John Przyborowski	English	Preliminary credential - English
Karen Caronna	English	Preliminary credential - English
Jeremy Taylor	Math	Intern Credential – Mathematics
Roald DeJean	Math	Preliminary credential - Mathematics
Constantin Andronic	Math	Preliminary credential - Mathematics
Adelaide Cheng	Integrated Science	Emergency credential – Science
Gabriel Ross	Integrated Science	Emergency credential – Science
Carrie Waterman	Integrated Science	Emergency permit – Physics
Zachary Polsky, PhD	Romance Languages	Emergency permit – French
Peter Maier, PhD	Romance Language	Preliminary credential - Spanish
Kerrin Conroy	Social Science	Preliminary credential – Social Science
Paul Koh	Social Science	Preliminary credential – Social Science
Krista Von Blohn	Visual Arts	Art teacher - no credential required
Josh Keyes	Visual Arts	Art teacher – no credential required
Reginald Savage	Dance	Art teacher – no credential required
Maia Siani	Dance	Art teacher – no credential required
Joselle Miller	Theater	Art teacher – no credential required
		Emergency permit – English
Steven Crandell	Theater	Art teacher – no credential required
Andrey Tarnaruskiy	Theater	Art teacher – no credential required
David Graybill	Theater	Art teacher – no credential required
Atemu Aton	Instrumental Music	Art teacher – no credential required
		Does hold a teaching credential in State of Massachusetts
Cava Menzies	Music	Art teacher – no credential required
		Does hold a teaching credential in State of Massachusetts
		Preliminary California credential - PENDING
Elizabeth Miller	Vocal Music	Art teacher – no credential required
Christopher Kerr	Literary Arts	Art teacher – no credential required
		Intern Credential - English
Douglas Benerofe	Literary Arts, English	Art teacher – no credential required
		Emergency permit – English PENDING
Augustin Luna	Arts Management	Art teacher – no credential required

OSA School Year 2002-2003

During the first year of operation, OSA employed six full-time, credentialed faculty members. As required, all academic faculty held necessary credentials for teaching secondary education. All teachers held preliminary or emergency teaching permits. Dance classes taught by a credentialed teacher fulfilled the physical education requirement for students.

SCHOOL YEAR 1 2002 - 2003

Teacher	Assignment	Credential Information
Timothy West	English/ Literary Arts	Emergency permit - English
Elizabeth Chemouni	Math	Emergency permit – Mathematics
Edwige Gamache	Romance Languages	Emergency permit – French
Jason Miller	Integrated Science	Emergency permit – Physics
Theresa White	Social Science, Dance	Preliminary credential – Social Science, Dance
Cheryl Ibabao	Spanish	Preliminary credential - Spanish
Laurie Werbner	Academic prep	NA
Kim Mason	Visual Arts	Arts teacher - no credential required
David Williams	Dance	Art teacher – no credential required

Joselle Miller	Theater	Art teacher – no credential required
Cava Menzies	Music	Art teacher – no credential required
		Does hold a teaching credential in State of Massachusetts

OSA School Year 2003-2004

During OSA's second year of operation, the school employed nine full-time, credentialed faculty members to teach its core classes to 9th and 10th grade students. All teachers held emergency or preliminary teaching credentials, and again the credentialed dance teacher allowed students to complete physical education requirements. Qualified arts teachers taught art classes. In addition, the Literary Arts teacher was credentialed.

SCHOOL YEAR 2 2003 - 2004

Teacher	Assignment	Credential Information
Timothy West	English/ Literary Arts	Emergency permit - English
Karen Caronna	English	Preliminary credential - English
Jeremy Taylor	Math	Emergency permit – Mathematics
Roald DeJean	Math	Preliminary credential - Mathematics
Edwige Gamache	Romance Languages	Emergency permit – French
Jason Miller*	Science, Math	Emergency permit – Physics
Theresa White	Social Science, Dance	Preliminary credential – Social Science, Dance
Jessica Turner	Spanish, Voice	Emergency permit – Spanish, Music
Christopher Kavanagh*	Academic prep	Preliminary credential – Social Science
Kim Mason	Visual Arts	Arts teacher - no credential required
Reginald Savage	Dance	Art teacher – no credential required
Joselle Miller	Theater	Art teacher – no credential required
Aaron Schmookler	Theater	Art teacher – no credential required
Scott Looney	Music, Arts management	Art teacher – no credential required
Cava Menzies	Music	Art teacher – no credential required Does hold a teaching credential in State of Massachusetts
Atemu Aton	Instrumental Music	Art teacher – no credential required Does hold a teaching credential in State of Massachusetts
Chanda Feldman	Literary Arts	Art teacher – no credential required Does hold an California Emergency Permit
Maia Siani	Dance	Art teacher – no credential required

*During School Year 2 (2003-2004), the Oakland Unified School District expressed credential concerns about some OSA teachers. One concern was teachers teaching outside of their credential subject matter. Christopher Kavanagh is credentialed to teach Social Science, but was teaching an academic preparatory course to remedial students, including some special education students. We have made the adjustment, and no longer have an academic preparatory course. Jason Miller was teaching science and math with a single subject credential in science. OSA made the adjustment, and Mr. Miller is no longer teaching math.

In addition, Roald DeJean, math teacher, made an appeal to the California Commission on Teacher Credentialing and has been able to extend his preliminary credential to March 2005. He is completing requirements to renew this credential. Jessica Turner initially held an emergency substitute credential. She then applied for and received an emergency credential for Spanish and Music.

The District did express concern about art teachers without credentials. As stated above, the OSA charter does not require art teachers to hold credentials. However, to ensure visual and performing arts elective credit for OSA students, we offered dance and literary arts classes taught by credentialed teachers. As OUSD recommended, we have applied for emergency credentials for

those arts teachers with CBEST and proper college degrees and course credits. Harold Pendergrass, OSA board member, worked with the district to assist in resolving these concerns.

ELEMENT F: HEALTH & SAFETY PROCEDURES

The Oakland School for the Arts Charter School has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers, The Hartford Insurance Company. These policies have been appropriately incorporated into the school's student and staff handbooks and are reviewed on an annual basis.

OSA is currently housed at 1800 San Pablo Avenue. The campus has an extensive safety policy, including evacuation procedures and does meet State Fire Marshall approval. OSA has ensured that our faculty, staff and students are well informed in emergency procedures. Evacuation drills are conducted four times per year.

Oakland School for the Arts continues to meet all health and safety requirements as outlined in our current charter.

Oakland School for the Arts
Charter Amendment Explanation
Categorical Assessment

ELEMENT G: MEANS TO ACHIEVING ETHNIC BALANCE

Oakland School for the Arts employs student recruitment strategies to ensure a racial and ethnic balance among students that is reflective of the Oakland Unified School District.

Admissions

Our admissions process is based on a timeline that allows for broad-based recruiting and the review of hundreds of applications each year.

Oakland School for the Arts holds three rounds of auditions during each academic year, in November, January, and March. Students have numerous opportunities to audition and OSA has numerous opportunities to reach students at their schools and community organizations through recruitment presentations and advertising.

Additional auditions for grades 6-8 will be held in June 2005.

Recruitment

OSA has developed promotional and informational materials that appeal to all of the various racial and ethnic groups represented in the district.

A variety of media are employed to advertise auditions and to promote the school's programs. OSA advertises in local subscription and free newspapers (*Oakland Tribune, San Francisco Chronicle, East Bay Express, SF Weekly, The Montclairion, The Piedmonter, Contra Costa Times*), in parental magazines (*Bay Area Parent, Parents' Press*), and in cultural publications (*Asian Week, El Mensajero*).

OSA has run many public service announcements on a wide variety of radio stations, including hip hop, rock, jazz, classical, and Spanish music stations. In addition, appealing to an exceptionally broad population, OSA has advertised on the electronic billboard that faces Freeway 880 next to the Oakland Coliseum.

Multi-lingual Advertising

OSA also offers promotional and informational materials in languages other than English to appeal populations with limited English proficiency. In 2001-2002, advertisement cards were printed and distributed throughout the district, in educational facilities, arts programs, libraries, and religious organizations. Flyers were translated into Spanish and Chinese to reach a broader East Bay audience. Moreover, OSA has done radio announcements on local Spanish radio stations.

The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.

By advertising in a wide variety of printed publications, OSA has reached many students throughout the district. Radio ads have appealed to students and families of all backgrounds. Open house events and school performances are open to the public and promote the school well.

Outreach

OSA's outreach meetings reach prospective students and parents throughout the district. As of early 2001, OSA successfully alerts the community to our presence by holding outreach meetings in which the school's programs are discussed and prospective students can inquire about auditions. OSA staff meets with educators, youth organizations, arts programs, religious organizations, and community leaders to spread the word about the school. We have also held informational events at OSA and at other schools.

ELEMENT H: ADMISSIONS REQUIREMENTS

Oakland School for the Arts is sectarian in its programs, admissions policies, employment practices, and all other operations. It does not charge tuition or discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

Oakland School for the Arts actively recruits a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Application for admission to the school is open to any resident of the state of California.

Acceptance to the school is based—in part—upon an audition, not upon prior training or academic achievement. Once admitted, students take placement exams to determine proper placement in academic classes. Students are also required to complete an enrollment package, attend a parent/student orientation, and complete a "family contract." Prior to admission, all parents/guardians are required to sign an agreement indicating that they understand the charter outcomes, philosophy, and program.

The Board of Directors has further defined and clarified the admissions process.

ELEMENT I: FINANCIAL AND PROGRAMATIC AUDIT

Oakland School for the Arts submits financial statements and enrollment data to Oakland Unified School District on a monthly basis.

The OSA Board of Directors has formed an audit committee to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit committee consists of the Chief Financial Officer, the Director, and Director of Finance. Ferguson & Company was selected to conduct the audit.

The Ferguson & Company audit verified the accuracy of the school's financial statements, attendance and enrollment accounting practices, and reviewed the school's internal controls. The Ferguson & Company audit was conducted in accordance with generally accepted accounting principles applicable to the school.

The audit was completed and a copy was hand-delivered to the office of Ms. Liane Zimny, Charter Schools Coordinator – Oakland Unified School District. The audit committee reviewed the audit and it was determined that there were no audit exceptions or deficiencies found by Ferguson & Company.

Oakland School for the Arts
Charter Amendment Explanation
Categorical Assessment

ELEMENT J: PUPIL SUSPENSION & EXPULSION

The disciplinary guidelines of Oakland School for the Arts are rooted in fostering a mutually safe and respectful learning community that maximizes academic and artistic achievement. Students who disrupt that learning community will be appropriately and legally disciplined.

The Oakland School for the Arts has developed and maintains a strict set of discipline policies. The school's policies provide all students with an opportunity for due process and conform to applicable federal law regarding student discipline for both regular education and special education students. The policies are clearly defined, printed, and distributed as part of a student handbook and clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian are required to verify in writing that they have reviewed and understand the policies prior to enrollment.

Any student who engages in repeated violations of the school's behavioral or academic expectations is required to attend a meeting with the school's Dean of Students and the student's parent or guardian. The school then prepares a specific remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations. Such consequences may include, but are not limited to, suspension or expulsion. The school director may, pursuant to the school's adopted policies, discipline and ultimately suspend or expel students who fail to comply with the terms of a remediation agreement.

Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the school's governing board upon recommendation of the director. In so doing, the school director will notify the student's parent or guardian in writing of the terms by which the suspended or expelled student may reenter the school or select an alternative placement outside of or within the Oakland Unified School District.

Prior to any suspension or expulsion the student and parent are provided required due process. Due process shall include written, detailed notice of a suspected violation and an opportunity to respond to any allegation. Prior to the formalization of any suspension or expulsion, both student and parent shall have the right to meet with the school's director and appeal to the governing board.

The charter does state that appeals can be made to the Director and the Board of Directors before the formalization of any suspension or expulsion. This is the due process for expulsions. However, OSA has adjusted its due process for suspension. In matters of suspension, an appeal can be made to the School Director, but the decision rendered by the Director is final. Appeals for suspension are not made to the board of directors. We have made that adjustment to our new charter.

The student and parent shall have the right to inspect all evidence related to the allegation, and the school shall have the burden of demonstrating that material misconduct occurred, relating the misconduct to a specific provision or rule. Notice shall be assumed implicit where the violation is of such egregious nature that it

breaks state or federal law or recklessly endangers the safety of school students or staff.

Dispute resolution with special education students shall be in conformance with state and federal law, and include 504 fair hearings and consideration of the student's Individualized Education Plan (IEP). Whenever appropriate, OSA will employ Student Study Teams to determine a student's needs.

ELEMENT K: RETIREMENT SYSTEM

Staff at the Oakland School for the Arts Charter School will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school's employment policies.

Oakland School for the Arts retains the option for its board to elect to participate in the State Teachers Retirement System (STRS) and coordinate such participation, as appropriate, with social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff.

OSA does participate in California State Teachers Retirement System (CalSTRS) and the federal social security system (FICA) for non-CALSTRS participants. Because OSA performs its payroll duties in-house, the district does not require the school to pay processing fees.

ELEMENT L: ATTENDANCE ALTERNATIVES

All OSA students and parents have been informed that any student who opts not to attend the charter school may attend another district school or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

All OSA staff and faculty have been informed that those who have left permanent employment status in the district to work at the charter school will not have the right to return to a comparable position in the district unless district policy permits otherwise. Currently, Oakland School for the Arts staff does not have that right. The School reserves the right to request negotiation of other benefits and return rights with the Oakland Unified School District and/or the appropriate parties.

ELEMENT N: DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL

OSA continues to adhere to the policy outlined in the charter. (See Oakland School for the Arts Charter.)

ELEMENT O: LABOR RELATIONS

OSA continues to adhere to the policy outlined in the charter. (See Oakland School for the Arts Charter.)

ELEMENT P: SCHOOL CLOSURE PROCEDURES

OSA continues to adhere to the policy outlined in the charter. (See Oakland School for the Arts Charter.)

Oakland School for the Arts
Charter Amendment Explanation
District Impact Statement

The following District Impact Statement conforms to California Education Code Section 47605(g) and supplements the terms under the charter petition. It describes the matter in which Oakland School for the Arts (hereinafter "OSA") will manage and operate the school in relation to the interests of the Oakland Unified School District ("District").

Facilities

Oakland School for the Arts is currently housed at 1800 San Pablo Avenue, downtown Oakland.

Within three years, OSA expects to relocate to permanent facilities. The current plan is to move to the historic Fox Theatre. Developer Phil Tagami is spearheading this plan, which will require support from both the District and the City of Oakland. The school's facility plans are not expected to negatively impact the District in any way.

Administrative Services

From the onset, OSA has been responsible for providing its own accounting, personnel, and payroll services. OSA is also directly funded. Though OSA has no intention of making use of the District's administrative services, we anticipate the terms of such arrangements will be outlined in a Memorandum of Understanding.

Potential Civil Liability Effects

OSA, a 501(c)(3) nonprofit corporation, is responsible for matters of civil and financial liability resulting from operation of the school. The District will not be liable for the debts or obligations of OSA. OSA will hold the District harmless from all matters of civil liability for its exclusive operation under this charter. OSA shall provide any and all of its own attorney, court, and litigation costs during operation under the charter and shall be fully liable for such costs, including those that extend beyond the term of the charter that resulted from any claims filed that were associated with OSA.

OSA assumes these responsibilities and will purchase and maintain as necessary general liability, property, worker's compensation, and unemployment insurance policies. The insurance coverage shall meet insurance standards and amounts as documented in a certificate of insurance or other appropriate document satisfactory to the District. OSA will be responsible for claims resulting from charter school operations that are made during or after existence of the charter school

OSA will be responsible for all supplies and equipment that it purchases, and, in the event of loss by fire, disaster, or theft, the District shall not have responsibility for such items. Further, OSA shall hold harmless the District for losses of student property.

Oakland School for the Arts
Charter Amendment Explanation
CONCLUSIONS

OSA has made substantial strides in its three-year existence. OSA is creating a model of what education can and should be for students: engaging, inspiring, nurturing, and supportive. OSA's comprehensive arts education program provides talented and motivated students with access to the resources they need to fully develop as artists, and excel academically in preparation for their college careers. OSA offers students a truly unique experience.

Lessons Learned

OSA offers faculty and staff a truly unique experience as well. Just as the school's identity and culture continue to develop, so do the administration, faculty and staff. In creating a new school, one fully unique to the East Bay, Oakland School for the Arts has faced a number of challenges / opportunities for growth:

- **Student Recruitment**

Substantial effort was invested in the initial phases of student recruitment. Open Houses and community meetings were held. In addition, extensive canvassing was conducted. The expectation was that with the establishment of the school, word of mouth and local press would reduce the need for high-level recruitment.

Though our recruitment efforts have remained consistent, the number of applicants has decreased. OSA has established itself with a reputation as a rigorous institution that is both difficult and strict with a very long day. While this reputation has perhaps negatively effected the number of applicants, it has also helped streamline the admissions process to a more self-selective one.

As the school gains in reputation, prospective students are able to visit OSA and establish a realistic expectation for themselves about what it would be like to attend. This also has contributed to the decrease in applicants.

Furthermore, applicants' artistic skill level is of concern. Though many students express interest in OSA, many lack the requisite fundamental training in the arts. OSA is unable to accommodate the 9th grade student who wants to begin to study a musical instrument, for example. Again, this has contributed to the decrease in applicant numbers.

To counter these challenges, OSA requests permission to offer training to 6th, 7th, and 8th grades. Many Oakland students do not receive the training and foundation to maximize their potential in the arts, particularly in music and dance. By expanding our curriculum to include 6th, 7th, and 8th grade students, OSA can better support the development of these students' artistic and academic skills and increase their life possibilities and options.

Our plan is to continue our current admissions process, which requires an audition. This process allows OSA to identify not only the students who have developed adequate skill levels, but also those students who have a commitment and a desire for arts training. Ultimately, our goal is to maximize each student's preparation time, enhancing their chances for success in the competitive fields of the arts.

In addition, OSA expects to implement Summer Workshops that will provide elementary students with introductory training in the arts. By establishing a strong reputation with elementary school aged artists, these Summer Workshops will serve as a feeder program for OSA admissions.

- **Faculty Recruitment**

OSA is a very challenging environment for new teachers. While we prefer to hire experienced teachers, many have difficulty adjusting to the extended days. It is also difficult to recruit experienced teachers because we do not offer unions, extensive benefits, graded pay scales, or pensions.

Recruiting credentialed faculty has proved to be an additional challenge. More qualified, fully credentialed teachers have often opted to go to district schools. However, many teachers have expressed interests in OSA because of the autonomous curriculum and the opportunity to build a new institution.

- **Student Academic Preparation**

OSA is a college-preparatory environment. While we prepare all of our students to enter college, the varying skill levels of entering students has proven to be difficult. Though many students are strong artists, they may not be well-prepared to handle a college-preparatory curriculum. Catering to students' widely varying elementary and middle school education levels is very challenging.

- **Community Support**

OSA faces the ongoing quest of identifying financial support for the academic and arts programs. OSA is particularly challenged because of its mandate to provide college-preparatory academics as well as pre-professional training in the arts. Either program, fully supported, is expensive. Thus, securing consistent financial support, which seen by some community members as detracting from other public schools, is essential and difficult.

Goals, Objectives, and Timeline

The overall goal of Oakland School For the Arts is to foster the ongoing artistic and academic development of students in 6th through 12th grade. In addition to high artistic standards and rigorous college preparatory curriculum, plans for expansion and facilities improvement will enable OSA to reach this goal for as many talented young people in the East Bay as possible. This overarching goal will be met through success in the following objectives:

- Reach full enrollment of 500 students in grades 6 through 12 by Fall 2005.
- Complete renovation of state-of-the-art Fox Theatre facility in time for 2007-2008 school year, enabling OSA to expand and accommodate up to 550 students.
- In the 2004-2005 school year, 50% of students will improve their skills in their chosen art area, as measured by self-report, grades in arts courses, panel review of performances and/or assignments, and teacher interviews.
- In the 2004-2005 school year, average OSA student scores on the state-mandated California Standards Tests (CSTs) will increase 12%.

- In the 2004-2005 school year, 70% of parents will report satisfaction with their children's academic and artistic progress at OSA, as measured through surveys and parent conferences.
- In the 2004-2005 school year, 50% of OSA teachers will participate in professional development activities such as personal enrichment, additional training, or advancement within their own chosen fields of art.
- In the 2004-2005 school year, 25 OSA students will successfully complete internships with local arts organizations.

OSA is a rigorous educational institution that challenges students to think, to communicate, and to act with authority and accountability. OSA prepares its graduates to contribute to their communities as innovative thinkers, effective communicators and excellent artists.

CHARTER
of the
Oakland School for the Arts Charter School:
A California Public Charter School

Whereas the Oakland Unified School District received a valid charter renewal petition on _____, 2004, duly signed by authorized teachers and submitted pursuant to Education Code Section 47607; and

Whereas the District, after holding a public hearing on _____ and considering the successful operational record of the school and the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter renewal petition;

Therefore, be it resolved that the District hereby approves and grants this charter renewal petition by a vote of ___ to ___ on _____.

Be it further resolved that this charter constitutes a binding contract upon the District and Oakland School for the Arts.

Witnessed:

*President
Oakland Board of Education*

*_____
State Administrator*

Oakland School for the Arts will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. It will not charge tuition or discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

ELEMENT A: EDUCATIONAL PROGRAM

The mission of Oakland School for the Arts is to provide students with intensive pre-professional training in the arts, while maintaining high academic standards within a college-preparatory curriculum.

WHOM THE SCHOOL WILL EDUCATE

Oakland School for the Arts will ultimately serve approximately 400 students in grades 9-12. In order to accomplish this enrollment goal, the school will open in phases. For the “first phase” of the school, it will open with a 9th grade class of approximately 100 students. Oakland School for the Arts would then add an additional grade each year, until we have a full high school program, serving students in grades 9-12.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

An “educated person” in the 21st century should possess both strong academic skills and an understanding of the arts. In addition, students must develop certain “life skills,” such as self-discipline, citizenship, and leadership ability. See Element B of this charter, “Measurable Pupil Outcomes,” for Oakland School for the Arts specific student exit outcomes. The student performance goals in Oakland School for the Arts integrated arts and academic educational program will enable our pupils to become self-motivated, competent, lifelong learners.

HOW LEARNING BEST OCCURS

Oakland School for the Arts’ educational program will combine intensive art training and traditional rigorous college-preparatory academic curriculum. The curriculum will emphasize discipline, personal motivation, and self-awareness. Students will devote half of their time to study in their major art disciplines and half of their time in academic classes. This program will also integrate art into the academic classes in order to foster creative and critical thinking skills while encouraging the use of “multiple intelligences,” as theorized by Harvard Professor, Howard Gardner. His theory states that intelligence takes many forms other than the verbal-linguistic form. He states that there are seven areas of intelligence: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal.¹ Oakland School for the Arts’ instructional program will develop all of these seven areas of intelligence among each of our students. The traditional academic curriculum will include the “core” areas of math, language arts, science, and history/social science, as well as world languages. During the first year of operation, the arts curriculum will include dance, music, and theater. Depending upon available resources and feasibility, Oakland School for the Arts’ arts offerings may expand in future years to also include visual and other creative arts.

Unlike many traditional high schools, the arts program that Oakland School for the Arts offers will not be just a series of “elective” arts classes. Instead, Oakland School for the Arts will offer a fully pre-professional program that will provide students with the technical, creative, business, and academic skills that they will need to pursue careers in the arts. The school will also provide students with exposure, experience, training, and performance opportunities in the vast professional world of the arts. The school will aggressively pursue partnerships with local and national performing arts groups and companies with a vested interest in the performing arts such as technology, film, and television companies. Through these partnerships, the school will create internships and apprenticeships for our students that will continuously benefit the school and companies involved by providing them with able students who possess a strong desire to work and learn in their field of interest.

Academics- The academic program will be a college-preparatory program that includes honors

¹ Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, Inc.: 1993.

and advanced placement courses. The academic program will be college-preparatory. This program will include honors, advanced placement, or advanced academic courses when they²further and support the mission of the school. The academic classes are in line with the University of California “a-g” requirements and Oakland Unified School District standards.

Courses may include and would not be limited to: English, Honors English, Advanced Placement English, Writing/ Algebra I &II, Trigonometry, Geometry, Pre-Calculus, Calculus/ Physical Science, Biology, Chemistry, and Physics (with Advance Placement in at least tow of the science disciplines)/ World History, U.S. History, American Government, and Economics (Business of Art)/ Art & Culture, Elements of Art classes/ World Languages I – IV (Latin, French, Spanish)/ Health & PE (martial arts- example Tai Chi)/ Technology.

English Language Learners- Based on student need, ELD classes will be provided to students; teachers will be certified with CLAD credential.

Dance- A comprehensive program of classes in traditional modern techniques to prepare students for advanced college-level dance programs, as well as for future work with professional companies and theatrical, television, or film productions.

Courses may include, but would not be limited to: Modern I-IV, Dance History, Music for Dancers, African techniques (to be announced), Asian techniques(to be announced), and Latin techniques, Ballet I-IV, Pointe I-IV, repertoire.

Music- The music program will provide comprehensive preparation in vocal or instrumental music. In addition to technique studies, students will study music theory and literature.

Courses may include and would not be limited to: Music Theory I-IV, Music Composition, Music Literature(will be incorporated into English classes), Piano I-II, Performance Ensembles (Chorus, Jazz Ensemble, Flute Ensemble, Woodwind, Brass and Percussion, Flute Ensemble, Wind ensemble, Orchestra, Ethnic Drumming), private lesson (Vocal / Instrumental).

Theatre- The theatre department will incorporate an acting & a theatre design and technology curriculum to prepare students to become life-long learners on stage, in front of the camera, or behind-the-scenes.

Courses may include but would not be limited to: Introduction to Theatre, Theatre History, Acting I-IV, Introduction to Design, Directing, Production, Stage Movement and Physical Actors Training, Voice & Diction I-III, Film & Video, Stagecraft.

Where funding and other necessary resources allow, additional courses will be offered.

Special Education: The Charter school will form a Student Success/ Consultation Team (SST). After a student has been through the SST process, a referral may be directed to special education. Students in need of services will be provided with them based on an Individual Education Program (IEP). Those students in a Resource Specialist program (RSP) will have their needs addressed in the general education and classroom setting.

Because of the demands of both a rigorous academic and arts programs the school will have an extended day. Classes will begin around 8:30 AM and end around 4:00 PM. Students will spend four class periods in academics and four in arts classes. After-school rehearsal time may often be required.

A typical school day will be organized in the following manner:
(This is a sample, exact start, end, and class schedule times will vary.)

- 5 academic/ 5 arts
- 90/45-minute periods starting around 8:00 AM and ending around 5:25 PM

8:00 - 8:15	Homeroom
8:20 - 9:05	Period 1
9:10 - 9:55	Period 2
10:00 - 10:45	Period 3
10:50 - 11:35	Period 4
11:40 - 12:25	Period 5
12:30 - 1:15	LUNCH
1:20 - 2:05	Period 7
2:10 - 2:55	Period 8
3:00 - 3:45	Period 9
3:50 - 4:35	Period 10
4:40 - 5:25	Period 11

Students will attend art and academic classes in blocks (i.e. academics in the morning and arts in the afternoon).

9th grade track estimates for the arts (out of approximately 80-100 incoming students):

Theatre - 30

Dance - 30

Music - 40 (50% instrumental, 50% vocal)

Performances and visiting artists are also integral parts of the learning process. The dance, theatre, and music departments will ultimately (although maybe not in the first year) present two public performances per year. Students will gain professional experience through the school's affiliations with local and national arts and cultural institutions. Students will also be given the opportunity to participate in performances and master classes with nationally and internationally

renowned visiting artists.

To maximize student achievement, Oakland School for the Arts will provide small classes. In addition to small classes, we would like to offer apprenticeships/internships to 12th grade students. By creating partnerships with local art groups & companies, we would like to be able to offer students more hands-on learning experiences, especially from a business standpoint. Whenever possible, students will perform with local professional companies to gain experience. Students will gain further experience by regularly visiting ballets, operas, museums, and theaters.

Student achievement will be based upon achievement in both the academic and art disciplines. In addition to focusing on the development of their art technique, students will be expected to study materials relevant to their respective arts areas. Students read and discuss various art critiques and reviews, write research papers, and become knowledgeable about the literature, history, and social impact of their art discipline. Students will also complete self-critiques and peer critiques of artwork.

Oakland School for the Arts seeks to serve as a catalyst for increased arts education in the City of Oakland. Based upon sufficient resources and other feasibility issues, Oakland School for the Arts hopes to offer extra-curricular activities in the future, which may include such programs as:

- a summer camp
- an after-school program
- community and school district arts outreach activities

The summer camp and after-school program would target middle-school-aged youth with interest in the arts. Because the charter school needs to draw its students from a strong talent base, it is extremely important for the school to set up a program that serves middle-school-aged students. The Baltimore School for the Arts has an after-school program that provides special instruction to youth. Approximately thirty percent of their incoming 9th grade students were enrolled in their after-school program, and they are looking to increase that number. Oakland School for the Arts will also establish an after-school tutorial program in which the schools students will act as tutors to students in the district. The school also proposes to provide classes (to district teachers) on the integration of art into existing academic classes to improve student learning.

In addition to the summer camp and after-school program, Oakland School for the Arts would like to develop a program of community outreach that will bring students and the community-at-large to the charter school for enriching artistic performances. The charter school will also have a special public health component in which performing arts therapy will be used in a community outreach setting.

STATEMENT OF NEED

There is a great need to create a first-class, pre-professional arts high school in the City of

Oakland. Gifted young artists need highly specialized and intense arts training in order to compete and succeed at a professional level. Currently, there is no high school environment with a curriculum completely devoted to intense pre-professional training in the arts. Academics and art, and the integration of the two, should be of equal importance to the city's young, aspiring artists. Model arts schools, such as the Houston School for the Visual & Performing Arts and the Baltimore School for the Arts, are prime examples of successful high school programs in the country. At each of these schools, students are matriculating in their arts courses for one-third and one-half of the total school day, and both schools boast exceptional rankings academically as well as artistically. While many of the graduates of the Houston school go on to art institutes and conservatories and professional careers, over 90% of their seniors are accepted by major universities throughout the United States. Based on test scores, the Houston school has been consistently ranked among the top three schools in Texas.³ These statistics only reinforce the fact that arts education fosters and supports academic excellence.

Chronic low achievement for high school students plagues the Oakland Unified School District. The district schools are overcrowded, lack parental involvement and support, and have a high school dropout rate of 100 students per grade⁴. In addition, the number of seniors graduating from the Oakland Unified School District without the classes required to continue in the University of California or California State school systems is staggering. Out of 281 Latino graduates, only 56 (19.9%) were eligible to attend schools in the California system. Similarly, only 18.2% of the African-American graduates and 51% of the white graduates left high school with the required course work.⁵

There is much empirical evidence demonstrating that students who participate in arts programs perform extremely well academically.⁶ It is our goal to integrate arts into all areas of a traditional academic program to enable our students to develop sufficient skills to pursue post-secondary education.

In addition, arts education integrated into the academic classroom provides a powerful catalyst for fostering and developing critical thinking skills, including the understanding of multiple perspectives. "The study of arts, with their potential to communicate ideas, emotions, and

³ Houston School for the Visual & Performing Arts – <http://www.hspva.org/info/admission.html>

⁴ California Department of Education, Educational Demographics Unit, District Level Reports. *Oakland Unified School District - Dropout Rates for Grades 9-12 (1997- 1998)*.

⁵ California Department of Education, Educational Demographics Unit, District Level Reports. *Oakland Unified School District - Numbers of 12th Grade Graduates in California Public Schools, Completing all Courses Required for U.C. and/or C.S.U. Entrance (1997-1998)*.

⁶ 1. "Jim Catterall's analysis of the Department of Education's NELS database of 25,000 students demonstrates that students with high levels of arts participation outperform 'arts-poor' students by virtually every measure." Fiske, Edward B. ed. *Champions of Change – The Impact of the Arts on Learning*. The Arts Education Partnership and The President's Committee on the Arts and the Humanities. Washington, DC: October 1999.

2. "Arts courses should be required as part of the general education of all K-12 students. Such courses should provide students opportunities to learn vocabulary, concepts, history, styles, techniques, and methods in the arts." Terry Zeller. Her research supports the arts as a strong intellectual component in curriculum. She sites high level academic success by graduates of arts high schools in Baltimore, New York, and North Carolina. Zeller, Terry. *A Nation at Risk: Mandate for change in arts education*. Art Education, July 1984.

values, will continue to be key to understanding the world's culture and civilizations legacies. And the arts will always be the lens that enables us to see a rapidly evolving world with a clear and critical eye."⁷ The pre-professional art student at Oakland School for the Arts will be charged with the responsibility of learning a second, world language and with studying various cultures to enrich his or her own artist capacity.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

All students will demonstrate that they have obtained the skills, knowledge, and attitudes specified in the school's educational program. Charter school graduation standards will be integrated with the Oakland Unified School District and University of California Standards. Therefore, upon graduation, students will demonstrate appropriate grade level mastery of:

ACADEMIC SKILLS

History/Social Science- Students will be required to complete two years of History and Social Science. They will take one year of U.S. History and American Government and one year of world history, cultures, and geography. Students will be able to analyze the relationship of major events and significant ideas that have shaped the history of the United States and the world; evaluate the impact of major belief systems (religion and philosophy) on the historical development of the world; ask historical questions, evaluate historical data, compare and contrast differing sets of ideas, and consider multiple perspectives; analyze how the experiences and contributions of peoples of diverse cultures have influenced the development of societies past and present; and analyze the ways in which values of specific societies shaped and influenced their past and present social issues and political decisions, especially as related to the arts.

Mathematics- Students will be required to take three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Students will develop abilities to reason logically and to understand and apply these mathematical processes and concepts. Students will also be able to make connections among related mathematical concepts and apply these concepts to other content areas, to the arts, and to the world of work. In addition, students will be able to analyze how the field of mathematics continues to respond to changing societal and cultural forces.

Language Arts- Students will be required to take four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern materials. Students will be able read critically, write clearly and creatively, and speak effectively. They will also be able to comprehend and evaluate literal and implied meaning in multiple forms of expression and media (e.g. written, oral, multi-media).

⁷ Artsednet.getty.edu. 1999. J. Paul Getty Trust.

Science- Students will be required to take two years of laboratory science providing fundamental knowledge in at least two of the three science disciplines of biology, chemistry, and physics. Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying these various branches of science.

World Language- Two years of study in a language other than English will be required. Students will demonstrate strong reading, writing, and speaking skills in at least one other language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language. Students will be able to sustain a brief conversation on simple everyday topics and demonstrate the basic structural patterns in the present, past, and future tenses, the subjunctive, and commands. They will also be able to summarize, in writing, the main points of a relatively simple reading passage not involving specialized vocabulary.

English Learners- Students will gain proficiency in reading, writing, and listening and speaking skills in English. Students will at least be able to negotiate and initiate social conversations, consistently use appropriate ways of speaking, prepare and deliver presentations/ reports, and speak clearly and comprehensibly using Standard English. “Mastery” of these courses by students will be determined according to their individual proficiency levels.

In order to support the school’s mission of providing a college-preparatory education to its students, additional courses may be required.

ARTS SKILLS

Students take classes for four years in their major art disciplines. They will develop creative, technical, business skills in their respective art majors.

Dance- Students will have communication skills that include body awareness, motor efficiency, and multi-sensory integration. They explore the elements of dance (time, space, and energy) and perform and describe dance movement using the skills and terminology of dance. Students use choreographic principles and processes to express perceptions, feelings, images, and thought. They create and communicate meaning through dance improvisation, composition, and performance. Students understand historical contributions and cultural dimensions in dance. Students analyze, interpret, derive meaning from, and critically assess works of dance and the performance of dancers based on learned aesthetic principles and cultural context. Students apply what they learn in dance to learning across disciplines. They develop competencies in problem-solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills. A comprehensive program of classes in traditional modern techniques, as well as ballet and various ethnic techniques, to prepare students for advanced college-level dance programs, and work with professional companies and theatrical, television, or film productions.

Music- Students will possess an understanding of artistic perception--processing, analyzing, and

responding to sensory information through the language and skills unique to the arts. Students will create, perform, and participate in their music. They will develop vocal and instrumental skills in order to perform a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments. Students will understand historical contributions and cultural dimensions of music. Students will understand how to describe, analyze, interpret, and derive meaning from musical works. Students will apply what they learn in music to other subject areas. They develop competencies in problem-solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning and career skills. The music program will provide comprehensive preparation in vocal or instrumental music. In addition to technique studies, students will study music theory and literature.

Theatre- Students will be able to process, analyze, and respond to sensory information through the language and skills unique to theatre. Students perceive the environment and respond using movement and voice. They observe informal productions, theatrical productions, films, and electronic media and respond to them, using the vocabulary and language of theatre. Students will possess skills and knowledge in acting, directing, and script writing through their own experience and imagination as well as through research of literature and history. They will create and perform theatrical productions and explore the elements and technology of theatrical production through varied media. Students will understand the historical and cultural dimensions of the arts. Students can describe, analyze, interpret, and derive meaning from works of theatre. They develop criteria and make critical judgements about and determine the quality of theatre experiences and performances based on elements and principles of theatre. Students apply what they learn in theatre to other subject areas. They develop competencies in problem-solving, communication skills, working with others, and management of time and resources, all of which contribute to lifelong learning. The theatre department will incorporate an acting & a theatre design and technology curriculum to prepare students to become life-long learners on stage, in front of the camera, or behind-the-scenes.

“LIFE SKILLS”

Students will develop and demonstrate skills necessary for them to pursue a successful adult life, including:

- Strong citizenship and leadership skills by planning and implementing a community arts outreach project
- Higher education continuance skills – e.g. by completing college applications and financial aid forms
- Career development skills – e.g. by developing resumes and job internship skills
- Self-discipline skills--including effective study habits, the ability to initiate and complete projects

Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their Individual Education Plans or English proficiency levels.

The above student exit outcomes will be further subdivided into a list of specific “classroom-level” skills required in each of the above areas at different grade and skill levels. These specific grade and skill-level standards will incorporate those included in the California state content and performance standards and the Education Round Table’s math and language arts standards. Students wishing to enroll in a public university in California will have the opportunity to pursue a course of study at Oakland School for the Arts which meets the “a-g” requirements. In addition to attaining specific classroom-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of “benchmark” performances at various points throughout their experience at Oakland School for the Arts.

In order to best serve our students and community, Oakland School for the Arts will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support our mission. The school may submit to the OUSD board at any time prior to expiration a description of any changes to the above student outcomes as an amendment of the charter. The district agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b) and the “Amendments” provision of this charter.

ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARDS OUTCOMES

Pupil progress toward stated outcomes is to be assessed via the following:

Exit Outcomes	Curriculum	Assessment
Academic skills	<ul style="list-style-type: none">• skill-building classes• college-preparatory classes• cooperative group work• community internships• interdisciplinary projects	<ul style="list-style-type: none">• Standardized tests, including the state assessments (such as, but possibly not necessarily limited to Stanford 9, SAT, high school exit exam*)• Alternative assessments, such as portfolios and exhibitions• Other assessments, such as ongoing teacher observations and assessments, class attendance, and participation
Life skills	<ul style="list-style-type: none">• skill-building classes• interdisciplinary projects• cooperative group work	<ul style="list-style-type: none">• Alternative assessments, such as portfolios and exhibitions, community outreach• Other assessments, such as ongoing teacher observations and assessments, class attendance, and participation
Art skills	<ul style="list-style-type: none">• skill-building classes• interdisciplinary projects• cooperative group work• internships and/or apprenticeships	<ul style="list-style-type: none">• Alternative assessments, such as portfolios and public exhibitions and performances• Other assessments, such as ongoing teacher observations and assessments, class attendance, and participation

*Oakland School for the Arts will follow state guidelines for administering the California High School Exit Exam.

ELEMENT D: GOVERNANCE STRUCTURE

Oakland School for the Arts will constitute itself as a California Non-Profit Public Benefit Corporation pursuant to California law. The school will maintain in effect general liability and

board errors and omissions insurance policies. The governing board will be governed by the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The governing board's major roles and responsibilities will include, among other things, establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and evaluating the top administrative staff.

The members of the governing board will have diverse experience and expertise, including but not limited to, educational, legal, and financial expertise and broad experience in the arts. The board will be composed of parents, teachers, community members and business leaders, with the exact size and composition to be determined according to the bylaws. The school's bylaws state that one representative of the governing board of the Oakland Unified School District will serve on the school's governing board. In addition, a non-voting advisory council consisting of parents and community leaders will be formed to provide additional expertise and guidance to the board and school director.

Oakland School for the Arts shall appoint, elect, or hire a director or principal who will be responsible for day-to-day operations of the school. This principal will be responsible for implementing the policies determined by the governing body in making the day-to-day management decisions.

Oakland School for the Arts will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability.

Oakland School for the Arts and Oakland Unified School District pledge to work in cooperation with all local education agencies (LEAs) and special education local plan areas (SELPAs) to ensure that a free and appropriate education is provided to all students with exceptional needs. In cases involving special education students from school districts other than the Oakland Unified School District, the Oakland Unified School District SELPA shall have the right to be funded through the student's SELPA of residency for any costs beyond ADA expenditures.

The school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as an arm of the district for special education purposes, the school shall pay to the district an amount of funding per unit of average daily attendance equal to the district's direct costs of providing special education and related service to all district pupils minus the district's revenues from all special education and transportation funding sources. In return, the district shall provide the charter school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

In cases of demonstrated student need, the governing board or Oakland School for the Arts principal/director shall organize a Student Success/Study team (SST) with the goal of determining and implementing strategies to assist a student. This team may include the student's teacher and parent. The parent will always be apprized of the SST's conclusions, and all other noticing and participation requirements under Oakland Unified School District policy will be satisfied. After a student has been through the SST process, a referral may be appropriate for special education.

Charter school's governing board may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The governing board may execute any powers delegated by law to it and shall discharge to an officer or employee of the charter school any of those duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The charter school will abide by all Brown Act requirements in regards to all plans and activities.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Oakland School for the Arts will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing. These teachers will teach the "core" academic classes of mathematics, language arts, science, and history/social science at the minimum. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

Oakland School for the Arts may also employ non-certificated instructional staff for their non-core classes, which will include some arts classes. These instructional support staff will have an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. All non-instructional staff and teachers will possess experience and expertise required for their position within the school as outlined in the school's staffing plan and school's adopted personnel policies.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Oakland School for the Arts will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school's insurance carriers and at a minimum will address the following:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis in the school’s staff development efforts and governing board policies.

ELEMENT G: MEANS TO ACHIEVING ETHNIC BALANCE

Oakland School for the Arts will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- Development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of the district to reach prospective students and parents.

ELEMENT H: ADMISSIONS REQUIREMENTS

Oakland School for the Arts will not be sectarian in its programs, admissions policies, employment practices, and all other operations. It will not charge tuition or discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation, religion or spiritual practice, or disability.

Oakland School for the Arts will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of the state of California. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies.

In order to be eligible to be admitted to Oakland School for the Arts, all prospective students must be of the appropriate grade level and must participate in a formal audition. During the first year of operation, the audition will be in one of three arts disciplines--music (instrumental or vocal), dance, and theatre. If additional arts disciplines are added to the school program in the future, prospective students may audition in those disciplines as well. If the number of students who wish to attend the school exceeds the school's capacity, a public random drawing (a.k.a. lottery) will be held. In case of a lottery, preference shall be granted to pupils who reside in the district as well as siblings of students enrolled in the charter school, and students, if any, on a waiting list from the prior school year.

Acceptance to the school will in part be based upon the audition, not upon prior training or academic achievement. Once admitted, students will take placement exams to determine proper placement in academic classes. Students will also be required to complete an enrollment package, attend a parent/student orientation, and complete a "family contract." Prior to admission, all parents/ guardians will be required to sign an agreement indicating that they understand the charter outcomes, philosophy and program.

The governing body of Oakland School for the Arts will further define and clarify the admissions requirements consistent with the charter, the Charter Schools Act, and applicable federal and state law.

ELEMENT I: FINANCIAL AND PROGRAMMATIC AUDIT

Oakland School for the Arts' board of directors will form an audit committee each fiscal year to oversee selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. The school will provide the district with a memorandum of understanding in regards to persons responsible for financial management of the school. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and a copy of the auditor's findings will be forwarded to the Oakland Unified School District. The school's audit committee will review any audit exceptions or deficiencies and report to the school's board of directors with recommendations on how to resolve them. The board of Oakland School for the

Arts will report to OUSD regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N.

In addition to the annual financial audit, Oakland School for the Arts will compile and provide to OUSD an annual performance audit. This annual audit will, at a minimum, include data that demonstrates that Oakland School for the Arts is:

- Meeting the pupil outcomes as identified in its charter
- Fiscally solvent and organizationally viable
- Not violating any provision of law
- Meeting all of the terms of its charter

Oakland School for the Arts and OUSD will jointly agree on the content, format, process, timeline, and evaluation criteria for the annual performance audit.

ELEMENT J: PUPIL SUSPENSION & EXPULSION

The disciplinary guidelines of Oakland School for the Arts are rooted in fostering a mutually safe and respectful learning community that maximizes academic and artistic achievement. Students who disrupt that learning community will be appropriately and legally disciplined.

Oakland School for the Arts will develop and maintain a strict set of discipline policies. The school's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding student discipline for both regular education and special education students. The policies will be clearly defined, printed, and distributed as part of a student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment.

Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the school's staff and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations. Such consequences may include, but are not limited to, suspension or expulsion. The school director may, pursuant to the school's adopted policies, discipline and ultimately suspend or expel students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the school's governing board upon recommendation of the director. In so doing, the school director will notify the student's parent or guardian in writing of the terms by which the suspended or expelled student may reenter the school or select an alternative placement outside

of or within the Oakland Unified School District. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

Prior to any suspension or expulsion the student and parent will be provided required due process. Due process shall include written, detailed notice of a suspected violation and an opportunity to respond to any allegation. Prior to the formalization of any suspension or expulsion, both student and parent shall have the right to meet with the school's director and, when necessary, appeal to the governing board. The student and parent shall have the right to inspect all evidence related to allegation, and the school shall have the burden of demonstrating that material misconduct occurred, relating the misconduct to a specific provision or rule. Notice shall be assumed implicit where the violation is of such egregious nature that it breaks state or federal law or recklessly endangers the safety of school students or staff.

Dispute resolution with special education students shall be in conformance with state and federal law, and include 504 fair hearings and consideration of the student's Individualized Education Plan (IEP). Whenever appropriate, OSA will employ student study teams to determine a student's needs.

ELEMENT K: RETIREMENT SYSTEM

Staff at Oakland School for the Arts will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employment policies. Oakland School for the Arts retains the option for its board to elect to participate in the State Teachers Retirement System (STRS) and coordinate such participation, as appropriate, with social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff. If the school should opt to participate in the STRS system, the district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the district a reasonable fee for the provision of such services.

ELEMENT L: ATTENDANCE ALTERNATIVES

Students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS

Oakland School for the Arts staff who have left permanent status employment in the District to work at the charter school will not have the right to return to a comparable position in the District unless District policy permits otherwise. Currently, Oakland School for the Arts staff does not have that right. Oakland School for the Arts reserves the right to request negotiation of

any other benefits and return rights with the Oakland Unified School District and/or the appropriate parties.

ELEMENT N: DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and OUSD Superintendent of Schools agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The district shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the governing board or director of the school for resolution pursuant to the school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the school has requested the district to intervene in the dispute.

Disputes Between the School and the Charter-Granting Agency

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between Oakland School for the Arts and OUSD, the staff and the governing board members of the school and the OUSD staff and board agree to first frame the issue in written format and to refer the issue to the OUSD board and board of the school. In the event that OUSD believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

Representatives from the Oakland School for the Arts board and the OUSD Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall meet to identify a neutral, third-party arbitrator. The format of the arbitration session shall be developed jointly by both parties and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the governing boards of the school and district agree to bind themselves.

Oversight, Reporting, Revocation, and Renewal

The Oakland Unified School District may inspect or observe any part of the school. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the Oakland Unified School District without the mutual consent of the governing board of the school.

If the OUSD board believes it has cause to revoke this charter, the OUSD board agrees to notify the governing board of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to respond to the notice and take appropriate corrective action. "Reasonable" time shall be mutually defined by the school and the district for each incident.

The Oakland Unified School District agrees to receive and review the annual fiscal and programmatic audits as outlined in Element I of this charter. Within two months of the receipt of this annual review, OUSD must notify the governing board of the school as to whether it considers the school to be making satisfactory progress relative to the specified goals. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

ELEMENT O: LABOR RELATIONS

Oakland School for the Arts shall be deemed the executive public school employer of the employees of the purposes of the Education Employment Relations Act.

COMMUNICATIONS

Official communications between Oakland School for the Arts and OUSD will be sent via appropriate means to the following :

Loni Berry, Director
Oakland School for the Arts
1428 Alice Street
Oakland, CA 94612
Phone: (510) 873-8800
Fax: (510) 873-8816
Email: lberry@oakarts.org

Robert Ward, Superintendent
Oakland Unified School District
1025 Second Avenue, 3rd Floor
Oakland, CA 94606
Phone: (510) 879-8200
Fax: (510) 879-8800

Oakland Unified School District

Board of Education
Paul Robeson Building
1025 2nd Avenue, Suite 320
Oakland, CA 94606-2212
(510) 879-8199 Voice
(510) 879-8000 Fax



AMERICANS WITH DISABILITIES ACT COMPLIANCE

Individuals requiring a reasonable accommodation to participate in meetings other than handicapped access, should notify the Office of the Board of Education seventy-two (72) hours prior to the meeting at either (510) 879-8678 (VM); or boe@secmail.ousd.k12.ca.us (E-Mail); or (510) 879-8739 (TTY/TDD); or (510) 879-8000 (Fax).

Minutes (Long)

Wednesday, December 15, 2004

4:00 PM

Auditorium - Oakland Technical High School - 4351 Broadway - Oakland,
CA 94611

State Administrator and/or Board of Education

Randolph E. Ward, Ed.D.

State Administrator

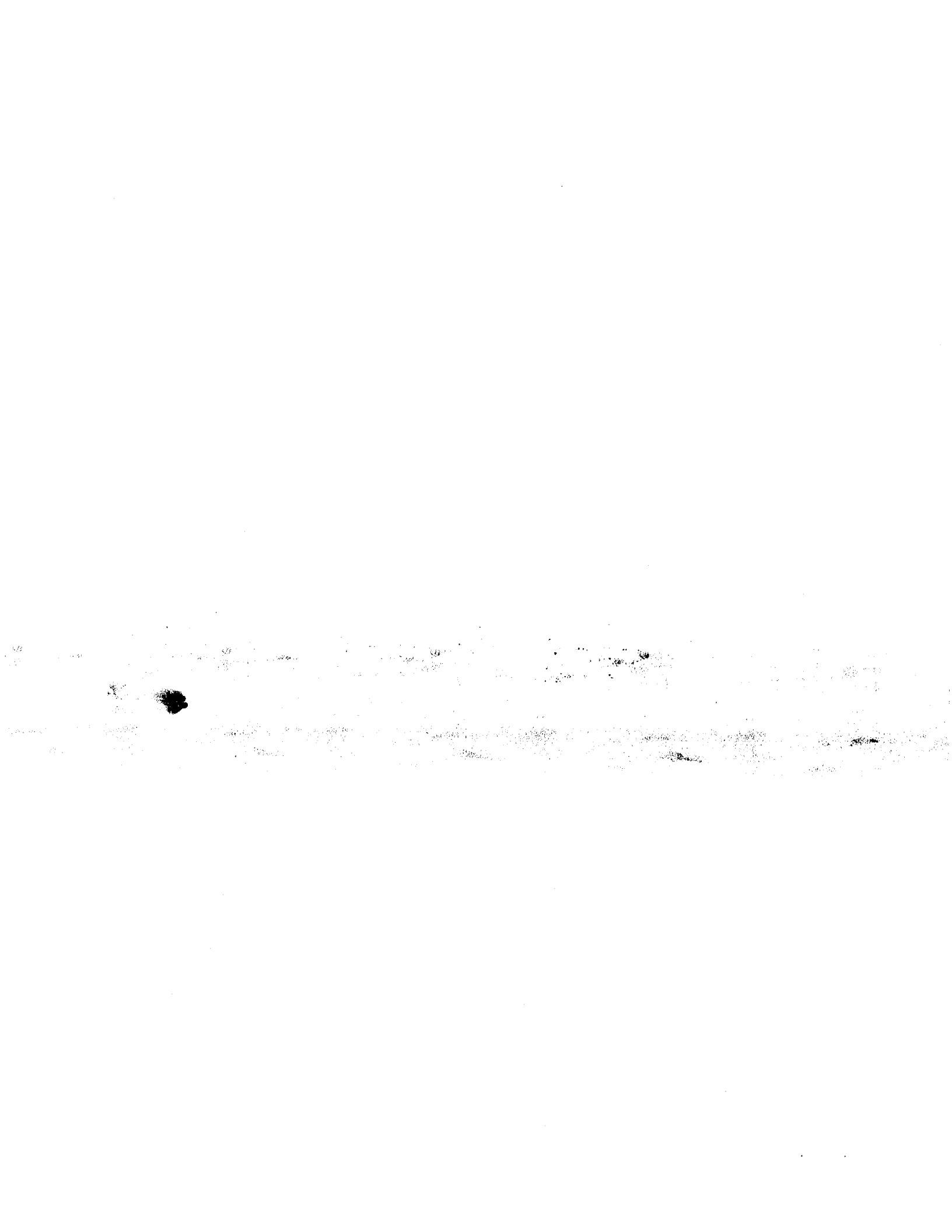
and/or

President: Noel Gallo and Vice President Gary Yee

Directors: Kerry Hamill, David Kakishiba, Gregory Hodge, Dan Siegel, Jason Hodge


Student Directors: Anne Chiang and Brytteni Floyd-Mayo

Staff: Edgar Rakestraw, Jr., Secretary, Board of Education



Absent: 4 - Gregory Hodge, Dan Siegel, Anne Chiang and Brytteni Floyd-Mayo
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0

O. Unfinished Business


 **04-1374 Decision - Oakland School for the Arts - Petition and Proposed Charter Renewal**

Approval by State Administrator of the Oakland School for the Arts - Petition and Proposed Charter Renewal.

Attachments: Oakland School for the Arts - Petition and Charter Renewal Binder.pdf
Oakland School for the Arts - Petition and Charter Renewal Binder.pdf
Oakland School for the Arts - Petition and Charter Renewal Binder.pdf
Oakland School for the Arts - Petition and Charter Renewal Binder.pdf

A motion was made by Randolph E. Ward, seconded by Randolph E. Ward, that this matter be Adopted. The motion carried by the following vote:

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 1 - Randolph E. Ward
Nay: 0
Recused: 0
Absent: 4 - Gregory Hodge, Dan Siegel, Anne Chiang and Brytteni Floyd-Mayo
Preferential Aye: 0
Preferential Abstention: 0
Preferential Nay: 0

 **04-1375 Decision - Envision Schools - Arts and Technology High School of Oakland - Petition and Proposed Charter**

Denial by State Administrator of the Envision Schools - Arts and Technology High School of Oakland - Petition and Proposed Charter.

Attachments: Arts and Technology High School of Oakland -Proposed Charter and Charter.pdf
04- 1375 - Public Hearing - Envision Presentation - October 29, 2004.pdf
Arts and Technology High School of Oakland -Proposed Charter and Charter.pdf

A motion was made by Randolph E. Ward, seconded by Randolph E. Ward, that this matter be Adopted. The motion carried by the following vote:

Votes: Adv Aye: 0
Adv Nay: 0
Adv Abstain: 0
Aye: 1 - Randolph E. Ward
Nay: 0
Recused: 0
Absent: 4 - Gregory Hodge, Dan Siegel, Anne Chiang and Brytteni Floyd-Mayo



Oakland School for the Arts: Teacher Petition Signature Form

Charter Amendment Petition
 April 2005 JB

We, the undersigned teachers, support the charter renewal of Oakland School for the Arts. In accordance with provisions of the California's Charter Schools Act, we hereby express our "meaningful interest" in employment at Oakland School for the Arts.

NAME OF TEACHER	MAILING ADDRESS	PHONE NUMBER	E-MAIL ADDRESS	"MEANINGFULLY INTERESTED IN TEACHING AT OSA" (YES/NO)	SIGNATURE	DATE
1. Constantin Andronici	3353 Cadman Rd. Fremont CA 94538	510-979-9703	caandronic@oakarts.org	Yes	<i>Andronici</i>	4/4/05
2. KAREE CARONNA	562 WALAVISTA OAKLAND 94610	510-645-9079	KCARONNA@oakarts.org	YES	<i>Caronna</i>	4/4/05
3. Fern Conroy	777 San Conroy Piedmont CA 94043	615-807-7045	Kconroy@oakarts.org	YES	<i>Conroy</i>	4/4/05
4. Jeremy Taylor	488 58th Ave. #11 Oakland, CA 94606	510-272-7502	jtaylor@oakarts.org	YES	<i>Taylor</i>	4/4/05
5. Adelaide Cheng	77 Cambrian Ave. Piedmont, CA 94611	(510) 482-3904	acheng@oakarts.org	Yes	<i>Cheng</i>	4/12/05
6. Carrie Waterman	950 60th St. Oakland, CA 94608	(510) 326-7247	Carrie.waterman22@yahoo.com	Yes	<i>Waterman</i>	4/12/05

Oakland School for the Arts: Teacher Petition Signature Form

Charter Amendment Petition #6
April 2005

We, the undersigned teachers, support the charter renewal of Oakland School for the Arts. In accordance with provisions of the California's Charter Schools Act, we hereby express our "meaningful interest" in employment at Oakland School for the Arts.

NAME OF TEACHER	MAILING ADDRESS	PHONE NUMBER	E-MAIL ADDRESS	"MEANINGFULLY INTERESTED IN TEACHING AT OSA" (YES/NO)	SIGNATURE	DATE
1. Pangchi, A	ma thiverson 2405 Branch Richmond, Ca 94806	510 773-1771	mathversion @a.o.s.a.		<i>A. C. Pangchi</i>	4-9-05
2. Garza L	972 Bushst #444 SF 94104	510-370-066	garzaluie@ hotmail.com	Yes	<i>L. Garza</i>	4-9-05
3. Riverside P.	645 EL Dorado #810 Oakland	510 458-0960	patrice@ hotmail.com	Yes	<i>P. Riverside</i>	4-8-05
4. Griffin, R	1334-94th Ave. Oak. Ca 94603	510 522-6161	rogriffin2002 @yahoo	yes	<i>R. Griffin</i>	4-8-05
5. Hammars, D	248 Coffey St SF CA	415 337-5915	sundlee2004 @yahoo.	yes	<i>D. Hammars</i>	4-8-05
6. Denny, C	230 Orange St Unit 2 Oakland CA 94616	510-251- 1625	beed@ hotmail.com	no	<i>C. Denny</i>	4-8-05
7. Foguly, J	307 Jayre Ave, Oakland CA	510 465 7192	fogulyj@ yahoo.com	yes	<i>J. Foguly</i>	4/8/05
8.						

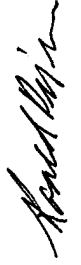
Oakland School for the Arts: Teacher Petition Signature Form

Charter Amendment Petition *AB*

April 2005

We, the undersigned teachers, support the charter renewal of Oakland School for the Arts. In accordance with provisions of the California's Charter Schools Act, we hereby express our "meaningful interest" in employment at Oakland School for the Arts.

NAME OF TEACHER	MAILING ADDRESS	PHONE NUMBER	E-MAIL ADDRESS	"MEANINGFULLY INTERESTED IN TEACHING AT OSA" (YES/NO)	SIGNATURE	DATE
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1. Ronald Dejean	5702 Geneva St. Oakland CA 94608	510 388-7176	rdejean@ oakarts.org	yes		4/4/5
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2.

3.

4.

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7.

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Academy

Oakland School for the Arts: Teacher Petition Signature Form

Charter Amendment Petition

April 2005

We, the undersigned teachers, support the charter renewal of Oakland School for the Arts. In accordance with provisions of the California's Charter Schools Act, we hereby express our "meaningful interest" in employment at Oakland School for the Arts.

NAME OF TEACHER	MAILING ADDRESS	PHONE NUMBER	E-MAIL ADDRESS	"MEANINGFULLY INTERESTED IN TEACHING AT OSA" (YES/NO)	SIGNATURE	DATE
1. Zachary Palsky	1921 Delaware St Berkeley CA 94709	(510) 501-3498	zpalsky@oakarts.org	Yes		4/4/05
2. PAUL KOTI	368 Adams St. Oakland, CA 94612	(510) 681-4943	pkoti@oakarts.org	Yes		4/4/05
3. Penelope Thomas	2431 Folsom St. San Francisco CA 94110	415-516-0034	pthomas@oakarts.org	Yes		4/4/05
4. JOHN PRZYBORANSKI	1056 Mississippi St #2 SF, CA 94107	415 648-9124	John@oakarts.org	Yes		4/4/05

6.
7.
8.

Arts

Oakland School for the Arts: Teacher Petition Signature Form

Charter Amendment Petition *AB*
April 2005

We, the undersigned teachers, support the charter renewal of Oakland School for the Arts. In accordance with provisions of the California's Charter Schools Act, we hereby express our "meaningful interest" in employment at Oakland School for the Arts.

NAME OF TEACHER	MAILING ADDRESS	PHONE NUMBER	E-MAIL ADDRESS	"MEANINGFULLY INTERESTED IN TEACHING AT OSA" (YES/NO)	SIGNATURE	DATE
1. Joselle Miller	4536 Kuehlpark Cir. (925) Antioch, CA 94531	754-2544	jmillerc@oakarts.org	Yes	<i>[Signature]</i>	4/4/05
2. Andrey Tarnamovskiy	1354 Third Street (510) 865-1667 Apt. 112, Alameda, 94501		ATarnamovskiy@oakarts.org RESUME@OAKARTS.ORG	Yes	<i>[Signature]</i>	4/4/05
3. REGINA RAY SHARPE	530 6 8th (510) #202 OAKLAND (94668)	465-0561		Yes	<i>[Signature]</i>	4/4/05
4. Augustin Luna	2231 BUNICE ST (510) #6 Berkeley, CA 94704	387-4692	aluna@oakarts.org	Yes	<i>[Signature]</i>	4/4/05
5. David Graybill	1425 Harrison St. #121 Oakland, CA 94612	510-508-8531	dgraybill@oakarts.org	Yes	<i>[Signature]</i>	4/4/05

6.

7.

8.

Oakland School for the Arts: Teacher Petition Signature Form

Charter Amendment Petition *LB*
April 2005

We, the undersigned teachers, support the charter renewal of Oakland School for the Arts. In accordance with provisions of the California's Charter Schools Act, we hereby express our "meaningful interest" in employment at Oakland School for the Arts.

NAME OF TEACHER	MAILING ADDRESS	PHONE NUMBER	E-MAIL ADDRESS	"MEANINGFULLY INTERESTED IN TEACHING AT OSA" (YES/NO)	SIGNATURE	DATE
1. <i>A. Afton</i>	<i>1800 SAN PABLO AVE</i>	<i>512 873-8800</i>	<i>qaator@oakarts.org</i>	<i>YES!</i>	<i>[Signature]</i>	<i>4/4/05</i>
2. <i>JOSH KEFFES</i>	<i>335 41ST STREET OAKLAND CA, 94608</i>	<i>510-597-9885</i>	<i>JKEFFES@OAKARTS.ORG</i>		<i>[Signature]</i>	<i>4/4-05</i>
3.						
4.						
5.						
6.						
7.						
8.						

OAKLAND SCHOOL FOR THE ARTS

CHARTER RENEWAL PETITION 2004

MULTI-YEAR BUDGET PROJECTIONS

ASSUMPTIONS

OVERVIEW

OSA's projected budget for FY 2004 through 2007 are based on completing the implementation stated in the OSA charter. To this end, these projections reflect OSA being fully matriculated with grades 6th through 12th. Total student counts for FY 2004, 2005, 2006, 2007 and 2008 are 300, 480, 550, 550 and 550 respectively.

In FY 2004, OSA is projected to nearly double in both students and faculty/staff members. Therefore, the categorical block grant, general block grant, "in lieu of property tax" as well as effected expenses are increased accordingly. For all state and local funding resources, the current applicable rates are used for all five years.

Although OSA currently receives Economic Impact Aid and Cost of Living Adjustment (COLA), no amounts are projected for these programs in this budget. However, SB 740 is projected in for FY 2004 only.

OSA has contracted with two fundraising firms, VentureSpark and Forward Progress. FY 2004 ushers in the third year VentureSpark has been on board. However, Forward Progress is new to the OSA team and brings with them an excellent track record. The City of Oakland has played a tremendous financial role in OSA's start-up years. This role will however dissipate in FY 2006 and is not part of this projection in the following year.

REVENUE

- **Contributed Revenue**
All sources show fundraising goal amounts with the expectation of The City of Oakland, which will contribute \$500k in FY 2004 and 2005. FY 2006 is a projection.
- **Special Events**
OSA is schedule to have performances throughout the year. Pervious years have averaged approximately \$10k to \$15k per event.
- **Lunch Reimbursement**
OSA's history shows a recovery rate of 50% of lunch cost.
- **Average Daily Attendance (ADA)**
In all years a 95% attendance rate and the projected enrollment is used with the following per student rate:

Grades	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09
6 th		\$5,014	\$5,014	\$5,014	\$5,014
7 th & 8 th		\$5,153	\$5,153	\$5,153	\$5,153
9 th thru 12 th	\$5,881	\$5,974	\$5,974	\$5,974	\$5,974

This projection has 44% and 56% coming by way of "In Lieu of Property Taxes" and General Purpose respectively.

- **Categorical Block Grant**

In all years a 95% attendance rate is used with along with the projected enrollment, and the following rates:

Grades	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09
6 th		\$220	\$220	\$220	\$220
7 th & 8 th		\$265	\$265	\$265	\$265
9 th thru 12 th	\$292	\$254	\$254	\$254	\$254

- **Other State Revenue**

In all years the projected student enrollment is used along with the following programs and rates: Lottery - \$120/ADA; New Instructional Materials - \$30/ADA. For FY 2004 SB740 was projected at \$80k.

EXPENDITURES

- **Administrative**

Most costs were increased by a 3% COLA from FY 2003. Worker's Compensation was shopped around for a low rate. Office supplies were increased to accommodate the increase in faculty/staff members. FY 2005 through 2008 were adjusted with a 3% COLA.

- **Facilities**

The additional of OSA new temporary campus increased overall expenses upwards of 400% in FY 2004.

- **School Materials**

The increase in the Program Budget is to adjust for the projected increase in students and the 12th grade curriculum.

- **Fee for Service**

Cost associated with the Port of Oakland/Airport Contract (\$50k/year for 2 years).

- **Personnel**

FY 2005 ushers in OSA's full faculty/staff positions. FY 2005 through 2008 was adjusted by 3%.

Oakland School for the Arts Budget Plan

	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09
	Actual	Actual	Budget	Budget	Budget	Budget	Budget
1 REVENUE							
2 Contributed Revenue							
3 VentureSpark		466,500	600,000	600,000	600,000	600,000	600,000
4 Forward Progress			400,000	540,000	600,000	600,000	600,000
5 Corporations	133,114	37,957	-	-	-	-	-
6 Foundations	128,180	41,250	-	-	-	-	-
7 Individuals	517,003	8,350	-	-	-	-	-
8 City of Oakland	696,279	700,000	700,000	700,000	325,000	-	-
9 Alliance of Parents & Teachers	12,556	19,605	50,000	50,000	50,000	50,000	50,000
10 Board of Directors		8,250	150,000	150,000	150,000	150,000	150,000
11 Total Contributed Revenue	1,487,132	1,281,912	1,900,000	2,040,000	1,725,000	1,400,000	1,400,000
12 Earned Revenue							
13 Port of Oakland / Airport Contract			100,000	100,000	100,000		
14 Special Events	21,687	80,685	100,000	50,000	50,000	50,000	50,000
15 Lunch Reimbursement		-	16,500	17,000	17,000	17,000	17,000
16 In Lieu of Property Tax	146,022	433,056	649,076	1,138,760	1,313,559	1,313,559	1,313,559
17 Categorical Block Grant	19,529	38,166	74,100	118,332	135,423	135,423	135,423
18 Revenue Limit	267,624	553,693	934,606	1,456,307	1,678,779	1,678,779	1,678,779
19 Other State Revenue	27,307	44,992	122,750	68,745	76,725	76,725	76,725
20 Total Earned Revenue	482,169	1,150,590	1,997,032	2,949,145	3,371,486	3,271,486	3,271,486
21 TOTAL REVENUE	1,969,300	2,432,503	3,897,032	4,989,145	5,096,486	4,671,486	4,671,486
22 EXPENSES							
23 NON-PERSONNEL							
24 Administrative Expenses							
25 Bank Charges	360	1,878	1,500	720	742	764	787
26 Power School Support & Training	4,901	8,109	10,600	-	500	515	530
27 Employment Search Expenses	8,506	2,095	500	515	530	546	562
28 Fingerprinting/TB Expenses	2,517	3,422	2,300	500	515	530	546

Oakland School for the Arts Budget Plan

	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09
	Actual	Actual	Budget	Budget	Budget	Budget	Budget
29	18,659	16,434	30,556	31,472	32,416	33,389	34,391
30	43,984	54,568	44,976	46,325	47,715	49,146	50,621
31	17,788	19,537	21,264	21,902	22,559	23,236	23,933
32	7,893	1,000	4,000	4,120	4,244	4,371	4,502
33	919	2,285	3,156	3,251	3,348	3,449	3,552
34	300	1,181	1,020	1,051	1,082	1,115	1,148
35	14,884	14,927	30,000	30,900	31,827	32,782	33,765
36	1,194	4,024	3,600	3,708	3,819	3,934	4,052
37	1,279	1,918	2,400	2,472	2,546	2,623	2,701
38		23,000	21,000	21,630	22,279	22,947	23,636
39	123,184	154,379	176,872	168,566	174,122	179,346	184,726
40							
41	15,855	3,310	3,600	3,708	3,819	3,934	4,052
42	10,772	973	2,000	2,060	2,122	2,185	2,251
43	1,245	753	400	412	424	437	450
44	27,873	5,036	6,000	6,180	6,365	6,556	6,753
45							
46							
47							
48							
49	73,903	91,471	372,000	372,000	372,000	372,000	372,000
50	2325	36,181	113,819	49,440	50,923	52,451	54,024
51		1,172	8,000				
52	1,980	1,980	12,000	12,000	12,000		
53	2,324	3,452	3,000	3,090	3,183	3,278	3,377
54	80,532	134,256	639,619	522,020	526,161	518,426	522,819
55							
56	100	1,000	2,000	2,060	2,122	2,185	2,251
57	380	1,627	1,800	2,287	2,355	2,426	2,499

Oakland School for the Arts Budget Plan

	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09
	Actual	Actual	Budget	Budget	Budget	Budget	Budget
58	107,189	130,244	99,000	240,000	195,000	195,000	195,000
59	107,669	132,871	102,800	244,347	199,477	199,611	199,750
60							
61	19,528	4,022	33,000	33,990	35,010	36,060	37,142
62	23,984	39,102	34,961	34,961	-	-	-
63	2,522	8,066	6,000	6,180	6,365	6,556	6,753
64	46,033	51,189	73,961	75,131	41,375	42,616	43,895
65							
66			10,000	10,000	10,000	10,000	10,000
67			10,000	10,000	10,000	10,000	10,000
68			10,000	10,000	10,000	10,000	10,000
69	-	-	30,000	30,000	30,000	-	-
70	385,291	477,731	1,029,252	1,046,244	977,501	946,556	957,943
71							
72	378,895	453,391	873,709	964,715	993,657	1,023,466	1,054,170
73	98,099	133,830	58,350	64,245	66,172	68,157	70,202
74		15,831	78,532	89,898	92,595	95,373	98,234
75	10,520	16,073	25,546	26,180	26,965	27,774	28,608
76	487,514	619,126	1,036,137	1,145,038	1,179,389	1,214,771	1,251,214
77							
78	199,175	321,151	565,773	592,016	609,776	628,070	646,912
79	51,322	93,117	13,465	19,720	20,312	20,921	21,549
80			46,917	54,950	56,599	58,296	60,045
81	38,260	61,678	46,001	50,371	51,882	53,438	55,042
82	288,756	475,946	672,156	717,057	738,569	760,726	783,547
83							
84	199,175	294,926	512,120	616,970	730,960	752,889	775,476

Oakland School for the Arts Budget Plan

	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09
	Actual	Actual	Budget	Budget	Budget	Budget	Budget
85	51,322	84,286	16,978	21,029	21,660	22,310	22,979
86			33,527	44,589	45,926	47,304	48,723
87	38,260	55,829	36,599	43,167	44,462	45,796	47,170
88	288,756	435,041	599,224	725,755	843,009	868,299	894,348
89	577,512	910,988	1,271,380	1,442,812	1,581,578	1,629,025	1,677,896
90							
91	402		18,000	18,540	19,096	19,669	20,259
92	65,052	70,052	63,875	49,000	90,177	92,882	95,669
93	952	14,466	5,250	6,815	7,019	7,230	7,446
94	66,406	84,517	87,125	74,355	116,292	119,781	123,374
95	1,131,432	1,614,630	2,394,642	2,662,205	2,877,259	2,963,577	3,052,484
96	1,516,724	2,092,361	3,423,894	3,708,449	3,854,760	3,910,132	4,010,427
97							
98							
99	50,429	94,920	103,000	106,090	73,273	75,471	77,735
100			80,400	82,812	85,296	87,855	90,491
101		4,771	2,400	2,472	2,546	2,623	2,701
102		4,576	3,000	3,090	3,183	3,278	3,377
103	50,429	104,267	188,800	194,464	164,298	169,227	174,304
104							
105			1,450	20,250			
106			1,450	20,250			
107	50,429	104,267	190,250	214,714	164,298	169,227	174,304
108	402,148	235,874	282,888	1,065,982	1,077,428	592,127	486,755

Oakland School for the Arts Budget Plan

	02 - 03	03 - 04	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09
	Actual	Actual	Budget	Budget	Budget	Budget	Budget
109							
110	75,523	49,516	66,983	25,296	26,055	26,836	27,641
111	181,509	3,385	50,000				
112			90,000				
113	54,763	122,551	196,444	207,000	207,000	207,000	
114	311,795	175,452	403,427	232,296	233,055	233,836	27,641
115							
116				300,000			
117				300,000			
118	90,353	60,422	(120,539)	533,686	844,373	358,291	459,114
119	90,353	150,775	30,236	563,922	1,408,295	1,766,586	2,225,700

Oakland School for the Arts



STUDENT HANDBOOK

2004 - 2005

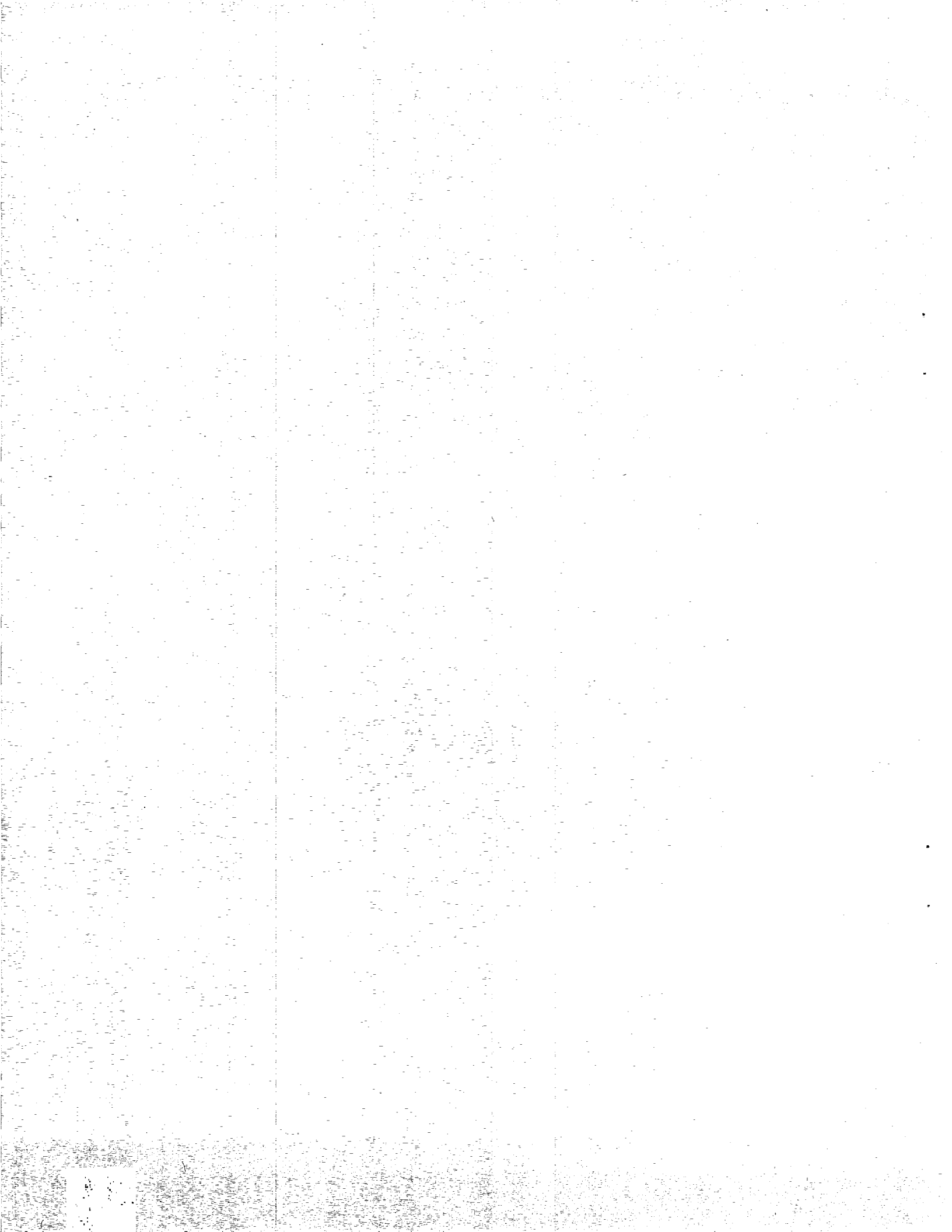


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General Guidelines

This STUDENT HANDBOOK contains general information about guidelines for conduct at Oakland School for the Arts. Parents and students should read the handbook in its entirety and be very familiar with its contents.

■ History

Oakland School for the Arts is a new public charter high school spearheaded by Mayor Jerry Brown. OSA was chartered by the Oakland Unified School District in May 2000. The School was separately incorporated shortly thereafter and received its 501(c)(3) federal exemption determination in October 2001. The School was fully accredited by the Western Association of Schools and Colleges in June 2004.

■ Mission

Oakland School for the Arts' mission is to provide students with intensive pre-professional training in the arts, while maintaining high academic standards within a college-preparatory curriculum. OSA graduates are expected to go directly into career-related activities, or opt for higher education. Students who decide to pursue other interests after graduation will have the background and skills to undertake college-level studies in other disciplines.

■ The Curriculum

OSA offers a unique college-preparatory curriculum and a conservatory-style arts education. OSA embraces pedagogical approaches that challenge students to think, to communicate, and to act with authority and accountability. The college-preparatory academic program meets the requirements for University of California and California State University admissions. In addition to English, Mathematics, Romance Languages, Science, and Social Studies, OSA students concentrate in Arts Management, Dance, Literary Arts, Music, Theatre, or Visual Arts.

The OSA curriculum integrates arts into all areas of a traditional academic program in order to enable our students to develop sufficient skills to pursue post-secondary education. Small classes allow for individual attention and personal training. Tutoring for core academic classes is also available and encouraged. Music students receive private and/or ensemble instruction.

In addition, students complete three years in *one* of the Areas of Art. They are as follows:

ARTS MANAGEMENT—Students learn how to operate an arts organization, with emphasis on advertising, marketing, budgeting, fiscal planning and grant writing.

DANCE—Students study a range of dance styles and forms, including ballet, modern, jazz, tap, contemporary and a host of dance forms from various cultures.

■ The Curriculum (cont.)

LITERARY ARTS—This department offers three areas of focus: Arts Criticism/Journalism, Museum Studies and Creative Writing.

- In Arts Criticism/Journalism, students study literary criticism in both visual and performing arts.
- Students who focus on Museum Studies concentrate on courses in art history. These students also do internships at well-established museums.
- Creative Writing students learn to write essays, novels, poetry, short stories, as well as write for the stage and screen.

MUSIC—Music students focus in one of three areas: Sound Design & Audio Recording, Instrumental and Vocal Music.

- Sound Design & Audio Recording students learn how to operate a recording studio and to design sound for all events requiring audio enhancement.
- Instrumentalists and Vocalists receive private instruction as well as courses in music theory, counterpoint, music history and music production.

THEATRE—Students can focus in one of three areas in the Theatre: Acting, Design and Production, or Stage Management.

- Acting students take courses in scene study, character development, voice, speech, make-up and acting techniques.
- Costume, Lighting, Set and Technical Design students focus on all stage productions.
- Stage Management students learn the essentials of organizing stage productions in all performance disciplines.

VISUAL ARTS—This department offers three areas of focus: Animation, Computer Graphics, and Video Production.

- All students take courses in drawing, painting and design.
- Students work in teams to produce projects.
- Students are encouraged to integrate media and to be experimental in their approach.

■ Daily Schedule

The OSA schedule is rigorous. The school day begins at 8:00 AM and ends at 5:25 PM. Students spend significant time rehearsing and performing. OSA school productions are frequent and intense. As part of the program, students are required to attend evening events in the Bay Area, such as art exhibits, music concerts/recitals, dance concerts and plays.

■ Graduation Requirements

Area of Art	3 years	Physical Education	2 years
English	4 years	Science	3 years
Mathematics	4 years	Social Science	3 years
Other Languages	4 years		

Students must pass the state high school exam (CAHSEE). This new state requirement applies to all students entering the 9th grade in the year of 2002 and thereafter (graduating in 2006 and thereafter). Students will have a number of opportunities to pass exams in Mathematics and English/Language Arts. Once a student passes an exam section, he/she does not have to take it again. Students who do not pass the exam but meet all other graduation requirements will receive a certificate of completion but not a diploma.

■ Grade Promotion

Students are promoted to the next grade level by achieving an average passing grade of 2.0 or above in each required class. Therefore, an overall average grade of 2.0 or above in all classes must be achieved in order to advance to the next grade. All OSA courses are required. There are no “elective” classes. Failure in any course will result in failure of the grade. Students who have failed courses will have the opportunity to enroll in approved summer classes. The OSA Director must approve summer classes.

■ UC & California St. University Admission Requirements

Graduating 12th graders wishing to qualify for regular admission to a California State University must have: a qualifying eligibility index comprised of the GPA and test scores from the SAT I or ACT; a high school diploma, satisfactory GED scores or California Equivalency certificate; and satisfactory completion of the comprehensive pattern of college preparatory high school subjects.

Students applying for admission to a University of California campus must complete the 15 units of high school coursework (currently known as the a-g subjects) listed below (one unit equals two semesters of one academic year of study).

In addition, students must meet an eligibility index comprised of the SAT I (or ACT), the SAT II English, the SAT II Mathematics, and a third SAT II score. An alternative way to gain admission to a University of California campus is through the Eligibility by Examination Alone path. A third and new path titled “Eligibility in the Local Context” is available for students entering the University of California system beginning in the Fall 2001 semester. For complete details, go the website: www.ucop.edu/pathways

■ A–G Subject Requirements

- a. HISTORY/SOCIAL SCIENCE:
Two years required including one year of world history, cultures, and geography **and** one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.
- b. ENGLISH:
Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature.
- c. MATHEMATICS:
Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- d. LABORATORY SCIENCE:
Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics. Three years are recommended.
- e. LANGUAGE OTHER THAN ENGLISH:
Two years of the same language other than English.
- f. VISUAL & PERFORMING ARTS:
One year, including dance, drama/theater, music, or visual art.
- g. COLLEGE PREPARATORY ELECTIVE:
In addition to those courses required in “a-f” above, one year (two semesters) of college-preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

■ Goals Across the Curriculum

The curriculum at Oakland School for the Arts is designed to enable each student to:

- Be creative and innovative
- Develop techniques and skills in at least one artistic area
- Speak in his or her own artistic voice with authority
- Communicate effectively
- Develop a global perspective
- Satisfy college admissions requirements
- Seek solutions
- Think in an interdisciplinary mode
- Develop problem-solving skills

The goals of the curriculum are met through the following subjects: Dance, English, Languages, Mathematics, Music, Science, Social Science, Theatre, and Visual Arts.

OSA is a learning center where students train as artists. Many members of the faculty are working artists and guest artists regularly visit to interact and discuss their work with students. Artists-In-Residence spend up to a year with the students. In addition, trips to off-campus events are integrated into the curriculum.

The curriculum is meant to develop skills in analysis and problem solving, teaching students the fundamental role art plays in society. All courses are interdisciplinary and allow students to investigate the intersection between form and function, time and place, from a global perspective. Students study both traditional and contemporary theories and learn to make informed choices.

General Information

■ Academic Advancement

Students who successfully complete coursework will advance to the next grade. Satisfactory completion of all courses is required. Students must pass each class with a 2.0 or above in order to advance to the next grade level. Students who do not fulfill this component will be given the summer to makeup work and/or may be required to attend summer school. OSA does not offer classes during the summer. Parents and students are responsible for making such arrangements. The OSA Director must approve makeup courses. Failure to complete summer makeup work will result in the student repeating the grade, or being dismissed from OSA, or both.

■ Academic Honesty

All students are expected to complete their academic assignments and examinations without cheating. Cheating or plagiarism takes place when a student turns in work of another while presenting it as his or her own. Unless a teacher gives explicit instructions to the contrary, tests in class or out of class must be the student's work. Copying or sharing such tests constitutes cheating and will result in failure on that test for the student(s) involved. A student plagiarizes when he or she submits work as his or her own that is taken from other sources without naming that source. Plagiarism will also result in a failing grade. There is no tolerance for cheating or plagiarizing at OSA, and those students caught will be disciplined.

■ Academic Probation

Students must maintain an overall 2.0 grade point average, and a grade of 2.0 or above in each class. If in the event the student should earn less than a 2.0 grade point average for any grading period, the student will be placed on Academic Warning. If the grade point average does not reach a 2.0 for the next grading period, the student will be placed on Serious Academic Warning. A third consecutive grading period below a 2.0 will result in the student being asked to transfer. A 2.0 overall grade point average and a grade of 2.0 in each class is required for eligibility to participate in public performances. Students may also become ineligible to participate in performances if the student fails a class. Students will be allowed to return to performances when the required attention to classroom work has been fulfilled. The Dean of Students and a faculty advisor will schedule a meeting with student and parent to assess any problem(s) and develop a plan of action for student success. Plans of action may include mandatory participation in OSA Saturday School or summer school programs.

■ Alliance of Parents and Teachers-APT

The APT is key to the success of OSA. A parent representative from each family is expected to devote the required time to APT activities, which include attending the monthly APT meetings, and participating in APT activities and events.

■ All School Meetings

Students are required to attend regularly scheduled general assemblies. School business is conducted and information is distributed. There will be at least one assembly each month.

■ Announcements

Announcements, approved by the Director, are made daily.

■ Assessment-Grades

Students are evaluated based on the following system: **A, A-, B+, B, B-, C+, C, C-, NC** (no credit). A "C" is the minimum passing grade. In each class, the teacher of record evaluates students. The teacher has ultimate authority in student evaluation and assignment of grades.

■ Attendance

Daily attendance is essential to academic and artistic success at OSA. Students will not progress at the desired rate if they do not attend classes. Absences due to illness and family matters may be excused by providing a written note from the parent(s). Upon returning to school, students must submit a note to the Dean of Students within three (3) days of returning to school in order to receive an excused absence. Failure to bring a note will result in an unexcused absence. An unexcused absence may result in the student not being allowed to participate in school performances. Repeated absences, whether excused or unexcused, will also render the student ineligible for school performances.

- *Excused Absences.* The only acceptable excuses for absences and tardiness are as follows: personal illness, sickness or death in the family, quarantine, exclusion from school for immunization, mandatory dental and medical appointments, or participation in school activities with permission from the School Director, emergencies or unusual circumstances recognized by the School Director or designee. *(Parents are discouraged from making appointments during the school day.)* Prior notification for scheduled absences is strongly encouraged.

Students with excused absences are expected to makeup the work they missed during the absence. Approved or excused absences shall not negatively affect a student's academic grades. **It is the responsibility of the parent and student to obtain assignments and complete any missed work.**

- *Extended Absences.* If a student is absent from school for an extended period of time (excused absence due to illness, parent ordered), parents must contact the Dean of Students to arrange to receive daily assignments and make-up work. If it is known that a student will be out of school for fifteen (15) or more consecutive days, the parent must sign an Independent Study Contract with the school. The contract will establish parameters for completion of all missed work and the standards that must be attained by the student to be promoted to

■ Attendance (cont.)

the next grade level. The school reserves the right to require enrollment in Saturday and/or summer school to complete missed course work. If a student is unable to complete necessary makeup work, he/she may not be promoted to the next grade level. (See Makeup Work and Discipline)

- *Leaving School Early/Removing Students from Class.* No student is permitted to leave campus during school hours. Those students who need to leave school early should submit a request in writing to the Dean of Students. Parent or pre-approved designee must pick student up from OSA. If a student becomes ill at school, he/she may be excused to go home. Again, the students must be picked up from school by a parent or designee. Parents are strongly discouraged from taking students out of school early.

■ Automobiles on Campus

All students using automobiles to drive to and from school shall be required to file a parental consent form with the Dean of Students. Students must register with the Dean of Students and agree to obey all rules and regulations regarding use of automobiles during the school day.

■ Books and Supplies

Some books are furnished by OSA and will remain school property. Additionally, students will be responsible for providing personal supplies, such as paper, note pads, notebooks, pens, and pencils. Students are also responsible for supplies for specific arts specialties, such as dance shoes, musical instruments, visual arts supplies, etc.

■ Calendars & Monthly Newsletters

School-related notices and calendars will be prepared and distributed monthly and updated on a regular basis.

■ Change of Address

The OSA administration office **must** have students' and parents' current addresses on file at all times. Incorrect addresses can materially affect communication of essential school policies and activities as well as time-sensitive information.

■ Closed Campus

OSA operates as a "closed campus" facility. Upon arrival at school, students may not leave until the school day concludes unless signed out by a parent or guardian. There is an exception for 11th grade students during lunch.

■ Computer Use Policy

Computers are used extensively throughout the school. The goal of this use is to enrich traditional classroom instruction. However, certain legal and ethical restrictions do apply. Students are assigned computers for use at OSA only. Students are not permitted to take computers off-site for any reason. Removal of computers from OSA campus will result in suspension.

Students who leave computers unattended will also be disciplined. After the first offense of leaving a computer unattended, a conference will be scheduled with parent/guardian. After a second offense, the student loses computer privileges and must sign out a computer for classes.

Network resources refers to all aspects of OSA's owned or leased equipment including computers, printers, scanners, and other peripherals, email, Internet services, servers, network files and folders, and all other technology related equipment and services. Students may NOT use network resources:

- to create, send, access, or download material which is abusive, hateful, harassing, or sexually explicit
- to download, stream, exchange, or listen to internet-based music, video, and large image files not required for schoolwork, the network will be monitored for violations
- to send file attachments through the school's email system that are greater than 1MB in size
- to alter, add, or delete any files that affect the configuration of a school computer
- to conduct any commercial business
- to conduct any illegal activity
- to install any software onto OSA computers
- to copy OSA software
- to break security, or to attempt to break security, of any computer network

In addition, students may NOT:

- take computers off-site
- give out home addresses or phone numbers to anyone on the internet
- give passwords to anyone
- post anonymous messages
- forward email commonly known as "SPAM" or "junk mail"

OSA reserves the right, at its sole discretion, with or without notice, to discipline and to suspend or terminate service provided to any student if the student violates computer use guidelines.

■ Counseling Policy

Counselors are available to speak with all OSA students. Students can request to meet with an OSA counselor for emergency or non-emergency services.

While OSA will make every effort to include parents/guardians before, during, and after the referral process for counseling, California State law DOES allow students over the age of 12 to have access to the following health services with or without parental consent:

- Diagnosis and treatment of sexually transmitted diseases
- Pregnancy testing, contraceptives and referral for pregnancy options, counseling & prenatal care
- Crisis mental health counseling

In the event that an OSA student seeks counseling services that meet the above provisions, OSA may choose to provide confidential counseling services as permitted by state law.

While OSA will make every effort to encourage the student to communicate with his/her parents/guardians, the minor's right to confidentiality will be respected, EXCEPT in the following instances:

- Emergency situations when danger to life is imminent
- Threat of suicide
- Threat of homicide
- Issues of physical, sexual or emotional abuse

■ Daily Preparation

Students are expected to arrive fully prepared to take on the activity of the day. The required equipment and supplies for each class are to be maintained by the student. The student is to be responsible for checking the weekly schedule.

■ Daily Transportation of Students

A form outlining the family's transportation arrangements for the student must be completed and signed at registration.

■ Detention

Students may be detained for failure to adhere to the OSA Code of Conduct.

■ Discipline

RESPECT is the foundation for behavior at OSA; respect for self and respect for others at all times. All disciplinary matters are directed to the OSA Dean of Students. Minor disciplinary concerns, as determined by the Dean, will be handled on-site. For major disciplinary concerns, as determined by the OSA Director, the parents will be immediately notified and the student will be transferred to the custody of the parent. Continual discipline problems will result in the student being asked to leave the school. Discipline guidelines are subject to change (see Disciplinary Guidelines/Code of Conduct).

■ Dress Code

Teaching staff and the administration at OSA maintain that grooming and dress habits are important to a student's academic success and well-being. Therefore, it is in the intention of this code that students be expected to be clean and neatly attired, and that their dress be such as not to be disruptive to other pupils or the school program.

Modesty and avoidance of distracting influences is the key to an appropriate appearance. In any case not covered by this code, or in the event of interpretation of the code, the above shall be the basic consideration. The administration/faculty shall enforce the dress code. Students who are inappropriately dressed will be issued appropriate clothing on a temporary basis. Parents have primary responsibility for the dress and grooming of their children in accordance with this handbook.

A. Footwear – Only closed-toe shoes are acceptable. Shoes must be worn at all times, unless otherwise instructed by OSA faculty. Footwear that violates the standards set forth in the health code and the safety code is unacceptable. Unacceptable footwear includes sandals, slippers, thongs, spiked heels, and shoes with a sole exceeding two inches. Untied shoelaces are also unacceptable. Socks and stockings are not required during warm weather as long as the entire soles of the feet are adequately covered.

B. Pants – Pants that are sagging, torn, ripped or frayed, tie-dyed or bleached are inappropriate. All pants must be worn on the hipbone. Sweatpants and leggings are not permitted outside of dance or acting classes.

C. Shorts, Skirts, Dresses – Shorts may not be worn, unless otherwise instructed by faculty. Dresses and skirts must touch the middle of the knee when the student is standing. Slits above the knee are not permitted.

D. Shirts, Blouses, Tops – Any shirt exposing the stomach or cleavage is inappropriate.

E. Hats and Other Accessories - Hats, caps, bandanas, hoods, headbands, hair rollers, scarves, head-wraps, or sunglasses are not to be worn inside of school. Such articles, if worn to and from school, are to be kept safely secured in a locker throughout the entire day. Jewelry and other accessories that present a risk to the general welfare of other students are not allowed.

■ Dress Code (cont.)

The wearing of chains as belts or other accessories is not permissible. Certain jewelry, especially large or dangling pierced earrings, may be considered a safety hazard to our students. Jewelry should be discreet and should not be distracting. Students should not wear expensive jewelry to school.

F. Sweaters and Jackets – The guidelines presented in Sections B, C and D apply to all sweaters and jackets worn by students in school. Full-length coats are not allowed.

G. Hair, Tattoos – Dying or streaking of hair in hues which are not a part of the natural human hair color spectrum is not permitted. Tattoos cannot be visible during school hours.

Appropriate dress is required on all OSA field trips and at other special events, such as awards ceremonies, unless otherwise determined by OSA faculty or staff. Jeans and t-shirts are inappropriate for field trips. All other dress code policy will be enforced with regard to field trips. Students may have different dress code requirements for arts emphases or rehearsals. Those code requirements are made at the faculty's discretion.

■ Dropping Courses

The OSA curriculum is planned to progress logically in each area. The schedule is set by the administration and every course outlined per discipline is required. Students are not allowed to drop courses.

■ Drop-off and Pick-up

Students should be dropped off at school no earlier than 7:15 AM. In the afternoon, parents are required to pick up students from school no later than 6:00 PM.

■ Food and Beverage

Food is only allowed in the lunch area. Food is not allowed in classrooms or studios.

■ Electronic Signaling Devices and Cell Phones

Student will be allowed to bring electronic signaling devices onto campus. Cell phones are to be turned off and stored in lockers during school hours. Students using phones during school hours will be disciplined.

■ Emergency Contact

In the case of an emergency, students are to notify a teacher or administrator immediately. *Students are not to contact parents directly.* Parent contact information should always be current and the school will contact parents.

■ Emergency Procedures

OSA conducts regular drills for fire, earthquake, and physical injuries. During drills or a real emergency, the building must be evacuated swiftly, quietly and as orderly as possible via the designated exit route. Students and staff will assemble on the parking lots away from the building. Other information concerning student safety will be distributed, as appropriate, in classrooms and through general information.

■ Expenses–Fees

Students are expected to provide their own personal school supplies and equipment. No student enrolled in OSA shall be required to pay any fee or deposit not specifically authorized by law. Fees or deposits charged by student organizations in which the membership is entirely voluntary are in themselves voluntary assessments; and they shall not be the cause of denying any pupil the right to participate in any of the organized activities of the school.

■ Facility Maintenance

Students are required to assist in maintaining a clean and organized environment. Students are expected to return all items to their proper places.

■ Field Trips, Art Events and Off-Campus Trips

First-hand experience and observation are fundamental to the OSA education. Field trips provide opportunities to witness the application of theory and practice. Students frequently attend arts events (i.e. concerts, plays, exhibits, etc.) throughout the Bay Area. These often occur during the evenings and are organized by the OSA administration and faculty. Students are required to attend field trips. Same events, such as plays and concerts, will require the student being out after normal hours. OSA and the APT organize meals and provide safe transportation for students.

When attending any off-site school activity, the OSA disciplinary guidelines will be enforced. Appropriate dress is required for field trips (see Dress Code).

■ Grading Period

OSA has a six week grading period. Progress and/or interim reports are issued upon request to the Dean of Students.

■ Grading Policy

To communicate the grading policies to students and parents/guardians each teacher shall file a written statement defining the grading standards for each of his/her courses. These statements will identify the criteria upon which each grade will be based as well as the expectation for each grade. A copy of this statement will be given to students and the parents/guardians at the beginning of the semester.

■ Guidance

Designated OSA faculty and staff provide academic counseling. Parental input is encouraged. The sole purpose of the OSA Community is to support the students in every possible way. Students who have personal problems or issues are encouraged to approach faculty and staff for advice and assistance. In addition, counseling services will also be available for students.

■ Hall Passes

In order to ensure a safe and secure academic environment, students may not leave class without a legitimate reason, teacher permission, and a hall pass.

■ Homework

Turning in late homework is not acceptable. It delays teacher feedback to the student, creates more work for the teacher, and is not fair for other students who have worked hard to turn in their work on time and in a professional manner. Teachers may accept late homework at their own discretion; however, points will be deducted from the overall score. Students who turn in homework consistently late risk being put on academic probation, or failing the class.

■ Honor Roll & Director's List

Academic honors consists of students with a 3.5 grade point average or above. Academic recognition will be awarded to students with a 3.0 grade point average or above. Artistic honors consists of students recommended by arts faculty. The Director's List consists of students on both academic and artistic honors. The Honor roll and Director's lists are announced at the end of each grading period.

■ Jewellery & Personal Items

Other than a watch, wearing or bringing jewelry to school is discouraged. OSA will not be responsible for lost or damaged personal items.

■ Lockers

Students receive locker assignments during registration and will be assigned a locker combination. Students should memorize their combinations and should not give it to anyone else. Locker combinations will be on file with the Dean of Students. Students should report locker problems to the Dean. Even though lockers are assigned to students, the school does not relinquish control over lockers at any time. OSA is not responsible for items missing from lockers. All registered OSA student lockers may be subject to searches at any time, with or without cause.

■ Lost and Found

The OSA administration office will handle all lost and found claims. Items not claimed in a reasonable amount of time will be given to charity, as determined by the administration.

■ Lunch Procedure

Students can either bring their own lunches or participate in the school lunch program. Free or reduced-priced lunches are available for students who qualify.

3rd year students have the privilege of leaving campus during the lunch period. Any third year student who chooses to leave the OSA campus during lunch must stay within a designated radius of the OSA campus. The boundaries are as follows: North as far as and including 19th St.; South as far as and including 12th St.; West as far as and including Broadway; East as far as and including Jackson. The parameters will change after OSA moves to its new site located on 18th Street.

■ Lunch Procedure (cont.)

No OSA student is allowed in a vehicle during the lunch period, unless the vehicle is operated by the parent/guardian. Parents/guardians must have OSA consent before taking a student off campus during the lunch period. Any OSA student found to have been in a vehicle (except a vehicle operated by a parent/guardian) during the lunch period will lose his/her off-campus lunch privilege for the remainder of the school year.

All 3rd year students should be aware that off-campus lunch is a privilege, not a right. Abuse of this privilege will result in a student losing his/her off-campus lunch.

All 1st and 2nd year students must remain on campus during the lunch period. First and 2nd year students who leave the OSA campus during the lunch period will be suspended.

■ Make up Work

A student has the right to make up work that can be provided for an excused absence. Work must be completed within a reasonable time as allotted by the individual teacher. Make up work submitted within the school's specific time limits for excused absences may be corrected and graded and may receive credit at the discretion of the teacher. It is the responsibility of the student's parent to request, pick up, and return said homework assignments to the school/teacher.

■ Medical

A list of all medications, including dosage, schedule and emergency instructions must be submitted to the OSA administration office by parent/guardian. A detailed record of all special health problems and treatment procedures is also to be provided by the parent. This information must be completed at the time of registration.

■ Message Board

A student message board is located in the school lobby. Students should check this board for messages daily. Classes will not be interrupted to deliver non-emergency messages to students.

■ Non-Discrimination Policy

Oakland School for the Arts is chartered by the Oakland Unified School District. OSA and the Oakland Unified School District prohibit unlawful discrimination against or harassment of a person participating in any program, activity or employed by or seeking employment with the district on the basis of race, color, national origin, ancestry, sex (gender), marital status, sexual orientation, physical/mental disability, religion or age.

■ Parent-Teacher Conferences

A minimum of two yearly contacts will be required for parents and teachers. These contacts may include: Open House, conferences and phone conferences. All OSA teachers make themselves available outside their scheduled classroom time. Conferences can be arranged directly with the teacher or through the OSA administration office.

■ **Physical Education**

The physical education requirement is met through the required dance classes. First year students will participate in mandated physical education testing.

■ **Postings**

All posters must be approved by School Director or Assistant Director. Approved posters may be posted on bulletin boards only. No posters should be taped on painted surfaces.

■ **Private Instruction**

All Instrumental and Vocal Music majors study privately with a professional practitioner. These students take one or two 45-minute lesson(s) per week. Students in other arts emphases may also receive private instruction.

■ **Report Cards**

Report cards are issued every six weeks; midterm reports at the 3-week mark. Both midterm reports and report cards must be signed by the parent(s) and returned to OSA.

■ **Residency Requirement for Students**

As a California public charter school, all students who reside in the state of California are eligible to apply for admission to OSA.

■ **Restitution-School Property**

(STATE EDUCATION CODE 48904) The following action is taken to recover loaned school property or to seek restitution: that the Director shall notify parent(s) of the student in writing before withholding the student's grades, diploma, and/or transcript. That when the student and parent(s) are unable to pay for the damages or return the property, the director shall offer a program of voluntary work in lieu of payment and be available at the discretion of the Director. That implementation of this policy shall not be interpreted as denying the student a right to the normal use of texts and other school property while actively enrolled in school.

■ **Retention & Acceleration**

OSA makes substantial effort to prevent retention and to advance students to perform as well as possible. Student progress is highly monitored. No student may be retained solely on the basis of a handicapping condition, as defined by State and Federal Special Education laws, without Individualized Education Program recommendation.

■ **School Colors**

The OSA school colors are purple and red. The purple represents the development of the mind. The red represents the passion, which we apply in our endeavors. Together, the colors symbolize our collective principles of enlightenment.

■ **School Oath**

The STUDENT will uphold the OSA oath (below) at all times.

I, (STUDENT), promise to devote myself to a way of life that manifests respect for all humankind; to eagerly support others and to remain steadfast in the pursuit of self-enlightenment.

■ **School Song**

*Dear OSA!!! Immortal is thy name
To thee we turn; our source of pride and fame
We learned to love and cherish one true goal
Knowing that we stand firm and ever bold.*

*Dear OSA!!! With hope we face each day
Wielding our faith along our unknown way
Whate'er the path on which our feet must tread
Surely thou art acclaimed by a kind god.*

*Dear OSA!!! Your name is dear to heart
Forever more!! We pledge our souls as part
Whate'er deeds hence we set forth to do
Thou sons and daughters ever will be true.*

OSA!!! To You!!! OSA!!!

■ **Skateboards, Skates, Scooters and Bicycles**

To ensure the safety of all students, skateboards, skates, scooters and bicycles may not be used during school hours while on school grounds.

■ **Student Organizations**

Student organizations provide students with opportunities to take leadership positions. Organizations are student-initiated with a faculty advisor. To start an organization, students must write a proposal and submit it for approval.

■ **Student Government**

All OSA students in good academic and disciplinary standing are eligible to be members of the OSA Student Government. Those students desiring candidacy for any official position must achieve and maintain a 3.0 grade point average or higher. If, at any time, an official's grade drops below a 2.0 in any class, he/she will be temporarily excused from Student Government to raise the grade. The school reserves the right to dismiss officials for disciplinary reasons. Students may seek the following Student Government positions:

President
Vice President
Secretary
Treasurer
Homeroom Representative

The Student Government Faculty Advisor will oversee annual elections.

■ **Student Records—Access**

Students and parents have access to their OSA files at all times. Requests to review records should be submitted to the Dean of Students.

■ **Study Abroad**

Students are encouraged to participate in programs in other countries. The OSA staff will facilitate these arrangements.

■ **Tardiness**

A student is considered tardy if he/she arrives to homeroom or class after the tardy bell has rung. A student arriving to homeroom or any class more than 15 minutes late will be considered absent. All absences that do not meet OSA criteria for Valid Excused Absences will be considered unexcused. Students arriving late to a class will not be permitted to enter class, except at the discretion of the teacher, Dean, or Assistant Director. Students who miss class are responsible for making up necessary work. Grades can be impacted for unexcused lateness. If a student is habitually late, excused or unexcused, a meeting is called with parents or guardians. In addition, students who are habitually late will be ineligible to participate in school performances. (see Disciplinary Guidelines)

Tardy students may be given the opportunity to make up the work they missed. It is the responsibility of the parent and student to get assignments for any missed work.

■ **Telephone Calls & Messages**

All phone calls to OSA are received in the administration office. Use of cellular telephones is permitted only before and after school. Students may request use of school phones during the school day. Messages are promptly directed to the appropriate faculty and staff, and posted on the message board for students. Except in an emergency, students will not be called out of class to answer a phone call.

■ **Transcripts**

Official transcripts can be obtained from the OSA administration office.

■ **Transfer of Records**

The OSA administrative office manages all transferable student information. Student records shall not be withheld from the requesting district/school because of any charges or fees owed by the pupil or his/her parent. (California Code of Regulations Title 5, Section 438c)

■ **Transportation**

OSA does not provide transportation.

■ **Transportation Safety Rules**

Students are expected to observe the OSA Code of Conduct when riding public transportation. Reported misconduct on public transportation to and from school or from a school-related activity will be grounds for disciplinary action.

■ **Visitors**

All visitors must sign in at the OSA administration office and receive proper authorization to be in the school. Visitors will be asked to display their pass. Student visitors must have prior authorization from the home school Principal as well as the OSA Director before entering the OSA campus.

■ **Enrollment Verification**

At the time of pre-registration, the parent/guardian/caregiver must submit one of the following documents as home address verification: a driver's license or I.D. issued by California's Department of Motor Vehicles, a current monthly Pacific Gas and Electric or Pacific Bell bill, a Medi-Cal card or a letter to the Educational Placement Center from the Department of Social Services or other government agency.

Immunization: All students under the age of 18 must be immunized against specific communicable diseases. Immunization must have been received by students prior to their admission to school, unless provisions for exemptions have been made.

A student who fails to obtain the required immunization within the time limits allowed shall be excluded from school unless the student is exempt. (Health and Safety Code 3385,3386 and 3389)

Tuberculosis Testing: The OUSD Board of Education requires a Tuberculin Skin Test within 12 months prior to admission to school, unless provision for exemption has been made. A subsequent chest X-ray is required if the skin test is positive.

■ Student-Bill-of-Rights and Responsibilities

Students have the right to:

1. a meaningful education that will be of value to them for the rest of their lives.
2. the maintenance of high educational standards and to have announced any proficiency tests adopted by the Board of Education.
3. a meaningful curriculum and the right to voice their opinions in the development of such curriculum.
4. physical safety and protection of personal property.
5. safe buildings and sanitary facilities.
6. consultation with teachers, counselors, and administrators.
7. free election of their peers in the student government and the right to seek and hold office.
8. participation in the development of rules and regulations to which they are subject and the right to be notified of such rules and regulations.
9. see their own personal files, cumulative folders, transcripts, deans' files, etc., in conformity with provisions as laid out in the Calif. State Ed. Code (Sec. 49061-49078), and to be notified if adverse comments are placed in such records.
10. be involved in school activities if they so desire without being subject to discrimination on any basis, provided they meet with the reasonable qualifications of sponsoring organizations.
11. present petitions, complaints or grievances to school authorities and to receive prompt authoritative replies regarding the disposition of their petitions, complaints or grievances.
12. hold their own beliefs without penalization from school, provided those beliefs do not violate the rights of others.
13. respect from teachers and administrators, which exclude their being subjected to cruel and unusual punishments, especially those which are demeaning or derogatory, or which diminish their self-esteem or exclude them from their peers.
14. exercise the constitutionally protected rights of free speech and assembly on their own campus so long as they do not interfere with the operation of the regular school program. However, student must refrain from any distribution or display of materials that are obscene according to the current definitions, that are libelous, or that advocate the commission of unlawful acts.

■ Student-Bill-of-Rights & Responsibilities (cont.)

It is the student's responsibility:

1. To be prompt and present to school and class.
2. To have written parental consent if absent or tardy.
3. To have school permission to leave campus.
4. To be prepared for class with appropriate materials.
5. To participate in class activities.
6. To follow classroom procedures.
7. To complete assignments, including assigned homework.
8. To meet proficiency standards.
9. To progress toward promotion and/or graduation requirements.
10. To always demonstrate cooperation and responsible behavior.
11. To show respect for others and their the property.
12. To learn and carry out the OSA rules and regulations.
13. To use proper channels of communication to resolve conflicts.
14. To be honest.
15. To use acceptable language.
16. To show concern for the welfare of the school and student body.
17. To have pride in one's work, and the work of others.
18. To have respect for the differences of others.
19. Not to use rudeness, defiance, or disrespectful words or gestures.
20. To keep the campus clean and free from litter.
21. To keep the restrooms clean.
22. To keep the walls of your campus free from writing, carvings or slogans.
23. To keep all equipment free from being defaced or damaged.
24. To keep loiterers away by reporting them to the proper authorities.
25. To use school property only when permission is granted.
26. To follow checkout procedures for school equipment.
27. To safe keep and use school equipment properly.
28. To return school equipment promptly and in good condition.
29. To take home all information sheets and printed material.
30. To return to school all requested forms.
31. To ask visitors to report to the school office.
32. To dress appropriately.
33. To give proper identification.
34. To uphold the rules and regulations prescribed in the student handbook.

■ **OSA School Calendar 04-05**

August 31	Semester I Begins
September 6	Labor Day
September 7	1 st Grading Period Begins
October 11	Indigenous People's Day
October 25	2 nd Grading Period Begins
November 25-26	Thanksgiving Break
December 20 – January 3	Winter Break
January 4	Intersession Begins
January 17	M. L. King Birthday
January 31	3 rd Grading Period Begins
February 21	President's Day
March 28 – April 4	Spring Break
April 5	4 th Grading Period Begins
May 30	Memorial Day
June 10	Semester II Ends

■ **Bell & Daily Schedule**

Monday / Tuesday / Thursday / Friday

<u>Period</u>	<u>Time</u>
Homeroom.....	8:00-8:15
I.....	8:20-9:05
II.....	9:10-9:55
III.....	10:00-10:45
IV.....	10:50-11:35
V.....	11:40-12:25
VI.....	(Lunch)..... 12:30-1:15
VII.....	1:20-2:05
VIII.....	2:10-2:55
IX.....	3:00-3:45
X.....	3:50-4:35
XI.....	4:40-5:25

Wednesday

<u>Period</u>	<u>Time</u>
Homeroom.....	8:00-8:15
I.....	8:20-9:05
II.....	9:10-9:55
III.....	10:00-10:45
IV.....	10:50-11:35
V.....	(Lunch)..... 11:40-12:25
VI.....	12:30-1:15
VII.....	1:20-2:05
VIII.....	2:10-2:55
IX.....	3:00-3:45

■ Admissions Policy & Procedure

OSA strives to serve as many Oakland residents as possible. Admission to Oakland School for the Arts is based solely on audition and interview.

OSA has rolling admissions. Students have three opportunities to apply for admission during each given academic year, in November, January, and March. Students may audition in the following areas: Acting, Creative Writing, Dance, Instrumental Music, Vocal Music, Visual Arts, and Theatre Production & Design.

Applications are available by October 1st. Students begin the audition process by submitting an application. The application process is outlined below:

STEP 1 – Application and Audition Appointment

Audition appointments are assigned once OSA receives the completed application form. Upon receipt of a completed application form, OSA mails a confirmation notice, which includes the student's audition date and time. All applicants must have an audition appointment. There are limited appointments available and appointments are offered on a first-come, first-served basis. Students may audition in up to two areas. This requires two separate applications.

STEP 2 – Arts Audition/Interview

All applicants audition before an Audition Panel. The purpose of the audition/interview is to assess the talent, potential, and appropriateness of a student for admission to the Oakland School for the Arts.

To register at the audition, applicants must bring the following documentation:

- Two completed Teacher Recommendation Forms – one from a counselor, teacher, or administrator who is able to convey the applicant's personal and academic attributes, and one from a teacher who is able to address the applicant's artistic attributes.
- A photocopy of the applicant's most recent report card.
- Students must prepare for their auditions individually, depending upon the arts area in which they are applying. Candidates must submit all of the above before continuing the audition process.

I. Audition Panels

The audition process includes assessment by a diverse, three-person Audition Panel of arts professionals and educators from the local community and the Director of the school. Each panelist makes an assessment of the student's potential success at OSA through the audition and the interview. Their comments are recorded on the forms provided by OSA.

The audition/interview process is as follows:

- Student enters audition room and is introduced to the Panel.
- Student presents his/her audition piece and/or on-site assignment.
- Panel converses with candidate and asks questions about the student and his/her work.
- Student is retrieved by the staff when time has expired.
- Panelists complete their evaluation forms.

■ Admissions Policy & Procedure (cont.)

II. Scoring

Panelists use a four point scoring system.

Highly Recommend = 4

Recommend = 3

Recommend with Reservations = 2

Do Not Recommend = 1

The criteria for assessment are specific to each discipline. Scores are added from all three panelists and the director, and then averaged. The student is recommended for conditional acceptance with an average score of 3.0.

The panels' roles are advisory. The Director is the final arbiter for admission. In the event the panel does not recommend conditional acceptance, but the Director believes the applicant demonstrates the necessary talent and potential, or is otherwise appropriate for admission, the director may override the panelists' suggestions. All assessments, including the director's rationale for overriding the panel, are part of the applicant's file.

STEP 3 – Notification

The results of the audition/interview are mailed within two weeks of the auditions. Applicants are conditionally accepted, placed on the waiting list, or denied.

STEP 4 – The Student-Parent-School Conference

Within the next few weeks, a student-parent-school conference is scheduled by the school administration for conditionally accepted applicants. During this conference, the students and parents are given the opportunity to ask specific questions about OSA. A school official explains the school's goals and expectations.

STEP 5 – Official Acceptance

Upon completion of the interview, a determination will be made as to whether or not a student will receive an official acceptance to Oakland School for the Arts. An official Acceptance Letter is mailed indicating that the student has fulfilled all the requirements and is officially accepted into Oakland School for the Arts. Students confirm their place in the class by returning the Student-Parent-School contract.

III. Academic Assessment

Students are tested to determine levels in reading, math, and writing. This assessment is used to indicate to the school what support services will be required and is not in any way a consideration for admission.

■ Students-Parent(s)-School Agreement

The following is an agreement entered into between the candidate for admission (STUDENT), parent(s) or guardian (PARENT) and the Oakland School for the Arts (SCHOOL). This agreement is established for the sole purpose of creating a team to support the education of the STUDENT.

Student. The STUDENT agrees to adhere to the three (3) principles of the Oakland School for the Arts.

Oath The STUDENT will uphold the OSA oath at all times. I, _____, promise to devote myself to a way of life that manifests respect for all humankind; to eagerly support others and to remain steadfast in the pursuit of self-enlightenment.

Scholarship The STUDENT will dedicate the necessary time and effort, as determined by the SCHOOL, to the pursuit of scholastic endeavors.

Arts The STUDENT will dedicate the necessary time and effort, as determined by the SCHOOL, to the pursuit of artistic endeavors.

Parent(s). The PARENT(S) agree(s) to fully support the STUDENT and the SCHOOL in the process of educating the STUDENT by participating in the Alliance of Parents & Teachers (APT). The PARENT(S) agree to:

- attend monthly APT meetings
- devote required time to APT activities
- or provide equivalent service

School. The SCHOOL agrees to make use of all available and manageable resources to educate, embrace and nurture the STUDENT. The welfare of the STUDENT is the first priority of the SCHOOL. The SCHOOL also agrees to communicate frequently and openly with the PARENT(S) and the STUDENT regarding the development and progress of the STUDENT.

In the event of any cause for disciplinary action, the SCHOOL will promptly transfer custody of the STUDENT to the PARENT(S), whether at home or at the workplace. All parties agree that any violation of this agreement by STUDENT or PARENT(S) constitutes grounds for the STUDENT's dismissal from the Oakland School for the Arts.

Disciplinary Guidelines

■ Corporal Punishment

No student shall be subject to the infliction of corporal punishment by any employee of the school. A school employee may use an amount of force that is reasonable and necessary to quell a disturbance threatening physical injury to a person or damage to property, for purpose of self-defense, or to obtain possession of weapons or other dangerous objects within the control of the pupil.

■ Law Enforcement

Upon presentation of proper identification to the Director or designee, police officers have the authority to remove students from school premises. OSA staff shall take immediate steps to notify the parent or relative of the minor regarding, the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. In those cases, the school official shall provide the police officer with the address and telephone number of the minor's parent.

■ Searches

The Director or designee may conduct a reasonable search of student's person, school property, or vehicle when there are reasonable grounds for suspecting the student possesses illegally obtained items. These may include illegal substances, drug paraphernalia, weapons, or other objects or substances, which may be injurious to the student or others. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. While school authorities will respect the right of each student in the use of his locker, it shall be clear to all that lockers are the property of the school and are assigned to students for the purpose of storing school-related materials and items essential to the physical well-being of the student.

■ Authority

The Director of the school shall have ultimate authority to determine appropriate disciplinary action. The Assistant Director and Dean of Students may recommend to the Director a course of disciplinary action. Any teacher may recommend to the Dean of Students, Assistant Director, and/or Director a course of disciplinary action.

■ Jurisdiction for Suspension

No pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the School Director or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in "Grounds for Disciplinary Action" and the OSA Code of Conduct and are related to school activity or attendance which occur at any time, including but not limited to, any of the following:

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period, whether on or off the campus.

During, while, or going to or coming from a school-sponsored activity.

■ Definitions

1. Suspension

Student denied the right to attend a class or school for a designated period of time. Student is responsible for making up all work assigned in classes.

2. Expulsion

Student is denied the right to attend OSA for the designated period of time, as a result of action taken by the Board of Directors

■ Grounds for Disciplinary Action

Students are expected to uphold the OSA oath and the principles outlined in the Student-Parent-School agreement. The general grounds for disciplinary actions are outlined below. Further information regarding the OSA Code of Conduct will be presented during student orientation. The Code of Conduct, the basis for disciplinary action can be amended at any time by the OSA Board of Directors.

■ Absences

The school operates from the position that students are enrolled because of their desire to be a part of the organization. Absences and tardies affect student performance as well as the organization of school activities. All absences, both excused and unexcused, will be noted in the student's permanent file. Excessive absences and tardies (as determined by the school) will result in a parent-student conference with the Dean of Students and/or the School Director.

In the event of an absence or tardy, the parent should notify the school immediately. Verification of student absences is accepted only from the parent, or the student if he/she is 18 years old or older. The outline of excused absences is below. All other absences will be considered unexcused.

■ Absences (cont.)

VALID EXCUSED ABSENCES

1. Illness – A doctor's note may be required for extended illness.
2. Quarantine directed by the Department of Public Health.
3. Medical, dental, optometric or chiropractic appointments or treatment.
4. Attending the funeral service of a family member.
5. Jury Duty as required by law.
6. Exclusion from school to obtain required immunizations if the absence is not more than five days.
7. Approved participation in a school co-curricular activity in which the student represents the school.
8. Religious instruction, if the student has attended the minimum school day, and on no more than four days per school month.

Personal or family emergency requiring the student's absence when approved at the discretion of the Dean of Students and/or School Director.

■ Student Behavior Guidelines

Guidelines for student behavior at OSA are based on our student outcomes of personal responsibility, social responsibility, communication and critical thinking. We strive to foster a community atmosphere of respect.

A. PREFACE TO THE BASIC RULES

Above all, OSA is a learning community. In order to fulfill this goal, OSA students must understand and follow the basic rules.

B. I WILL RESPECT MYSELF

My actions will help me to create a healthy and successful future.

C. I RESPECT OTHERS

My actions of courtesy, truth, kindness and respect will guide my interactions with others.

D. I RESPECT PROPERTY

My actions will demonstrate care for my things, your things, and the things we all share. I will take care of the property of OSA, as well as the places we visit together as a school.

■ Student Behavior Guidelines (cont.)

E. BASIC RULES

1. I will come to school daily and attend all my classes and school activities. School begins at 8:00am.
2. I will arrive at school and get to each class on time by using the passing period efficiently. When I walk into my classroom, I will do so respectfully and be ready to work and follow teacher directions.
3. I will come to school ready to learn with all the materials needed for each class (for example: assignments, and homework, binder, notebook, academic planner, pens, pencils, protractor, calculator, paper, classroom texts, and/or anything else that is required by the teacher).
4. I will eat and drink when and where it is designated. (WHEN: before school, during lunch, and after school. WHERE: In the designated lunch room.)
5. I will not chew gum while at school or during school activities.
6. I will keep my Walkman, electronics and/or radio in my backpack while on campus and during school activities. I will only use my radio or Walkman with headphones at lunchtime. If I bring a pager or cellular phone, it must be turned off and stored in my backpack during school hours, including lunch (on-and off-campus).
7. I will not use profane language or make profane or sexually suggestive gestures toward students and staff members.
8. I will promptly clean up after myself and not litter. I will assist in keeping the campus neat.
9. I will not engage in any form of verbal or physical violence. I will learn to disagree with peers and adults without being hostile, confrontational or disrespectful.
10. I will respect the OSA campus as well as the places we visit. I will not tag (graffiti) or deface buildings or property. I acknowledge that my actions affect our access to facilities.
11. I agree not to engage in the use of alcohol and tobacco products before, during or after school. I understand that this applies to the OSA campus as well as the places we visit, and also includes fieldtrips and performances sanctioned by OSA.
12. I agree not to engage in the sale, distribution, possession or consumption of drugs (controlled substances) before during or after school. I understand that this includes lunch, fieldtrips, and all OSA-sanctioned events. I understand that any medication, prescription or nonprescription, must be approved by the OSA staff, and cannot under any circumstances be distributed to other students.
13. I will arrive at school dressed in clothes that meet the school dress code.
14. I will follow all individual class rules as established by each teacher.

I understand that if I choose not to follow this Code, I will accept the consequences of my actions as established by the OSA Code of Consequences. I understand that failure to accept the consequences of my actions as established by the OSA Code of Consequences will result in my expulsion from OSA.

■ OSA Code of Consequences

OSA's Code of Consequences is meant to supplement the idea that OSA students will act in a responsible manner. The first section of the Code of Consequences positively states the expectations of OSA students; this is a model for student behavior. Underneath the statement of desired behavior is a list of possible infractions that fall under each category; this list of infractions is not all-inclusive. The second section is a list of consequences that will be used to deal with each infraction. The third section is a list of possible and additional consequences. At the discretion of the Dean of Students and Assistant Director, and depending on the severity and seriousness of the offense, and depending on the circumstances under which the offense took place, these additional consequences may be used to supplement the primary consequence. This list will also be used to deal with infractions that are not specifically listed.

When students violate this Code by committing any of the following infractions, they will face specific and progressively more serious consequences depending on how often they have committed the offense, the severity of the offense, and the student's previous disciplinary history of infractions. In the case of serious infractions, consequences for the first offense will be severe. This means that the more a student commits infractions of the rules, the more severe the consequences for any individual infraction. The Dean of Students, the Assistant Director, and the Director will determine the consequences of a particular infraction for an individual student.

Behavior

Consequence

Additional/Possible consequences (Apply to all violations of the Code of Consequences)

I will not engage in any form of physical or verbal violence. I will learn to disagree with peers and adults in a respectful manner.

- Fighting, including "play fighting"
- Assault (on students, teachers and other adult staff)
- Threats to other students and school employees
- Battery
- Menace/intimidation, including hazing
- Extortion

• Possession or use of weapons, including guns, knives, clubs, stun guns, fake or toy guns, explosive devices, mace and pepper spray.

• Sexual Harassment, Hate Offense including use of racial slurs and derogatory language

I will respect the OSA campus as well as the other places we visit. I will not tag (graffiti) or deface buildings or property. I acknowledge that my actions affect our access to facilities.

- Gambling
- Vandalism
- Trespassing
- Graffiti (including possession of spray cans or markers)
- Violation of facilities policy
- Violating Acceptable Use Agreement (computer policy)

- Burglary (including attempted)
- Theft
- Arson
- Unauthorized use of the elevator

I will arrive at school dressed in clothes that meet the OSA dress code

- Sloppy and/or inappropriate clothing
- Not in dress code

1st- Parent/Guardian conference w/Director and Dean of Students; suspension with pending expulsion; possible police notification. It is the duty of a school employee to report an attack, an assault, or a menace on the part of a student toward a school employee. All such actions by the student are considered misdemeanors.

1st- Parent/Guardian conference w/Director and Dean of Students; expulsion; police notification.

1st- Parent/Guardian conference w/ Dean of Students; possible referral for counseling; suspension.

1st- Parent/Guardian notification; suspension; restitution when possible. OSA requires legal action against the parent of any minor who commits an act of vandalism to OSA property.

2nd- Expulsion

1st- Expulsion

1st- Dean notification; student sent to office to change into appropriate clothing; confiscation of clothing if outerwear.
2nd- Parent/Guardian notification in addition to above.
3rd- Parent/Guardian conference w/ Dean of Students; suspension.

- Conference w/ Dean of Students, Director and Parent/Guardian
- Loss of performance privilege
- Behavior Intervention Plan (BIP)
- Suspension
- Request for Transfer (expulsion)
- Police notification

Behavior

Consequence

Additional/Possible consequences (Apply to all violations of the Code of Consequences)

I will follow individual class rules

- Violating classroom rules
- Disrespect, defiance, use of profanity
- Ignoring directions or requests of teachers and staff members

1st- Teacher discretion and Dean notification, in addition to school-wide consequences.
2nd- Parent/Guardian conference; suspension.

- Conference w/ Dean of Students, Director and Parent/Guardian
- Loss of performance privilege
- Behavior Intervention Plan (BIP)
- Suspension
- Request for Transfer (expulsion)
- Police notification

I agree not to engage in the consumption, distribution, possession or sale of controlled substances (including nonprescription over-the-counter medication), tobacco and alcohol before school, on the OSA campus, including lunch (either on or off-campus), off campus events, and all OSA sponsored/sanctioned activities.

1st Parent notification; suspension; suspension; with pending expulsion.

I understand that if I take prescription medication, I must have parental consent and permission from OSA to keep this medication in my possession during the school day.

- Buying selling or distributing drugs, including prescription, non-prescription, or illegal
- Possessing any form of drugs, including prescription, non-prescription or illegal
- Possessing, distributing or drinking alcohol before or during school, including off-campus field trips and OSA sanctioned/ sponsored events
- Possessing, selling, distributing, or using tobacco products

I will come to school daily and attend all of my classes and school activities.

- Cutting class and/or school activities
- Leaving class and/or campus w/o authorization
- Unexcused absences

1st- Parent/Guardian notification; suspension.
2nd- Parent/Guardian conference w/Dean of Students and Assistant Director; suspension; possible expulsion.

Behavior

Consequence

Additional/Possible consequences (Apply to all violations of the Code of Consequences)

I will get to each class on time by using the passing time efficiently. When I walk in to the classroom, I will do so respectfully and ready to work/follow teacher instructions.

- Arriving to class late (unexcused)
- Arriving to class in a loud and disruptive manner
- Cheating/ plagiarism

1st and 2nd- Student will obtain an unexcused pass from the Dean of Students
3rd-5th- Parent/Guardian notification.
6th- Parent/Guardian conference w/ Dean of Students

- Conference w/ Dean of Students, Director and family member
- Student sent home
- Behavior Contract
- Suspension
- Request for Transfer (expulsion)
- Police notification

I will eat and drink when and where it is designated.

- Eating/drinking in a non-designated area and/or non-designated time.

1st- Teacher discretion; conference w/ Dean of Students, Academic Dean and Parent/Guardian; loss of academic credit; suspension.

1st- Food/drink confiscated and returned at next appropriate time.
2nd- Parent notification

I will not chew gum during school or during school activities.

- Chewing gum

1st- Gum Scrapers Club
2nd- Parent/Guardian notification in addition to above.
3rd- Suspension

I will keep my Walkman, electronics, radio and cell phone OFF and in my backpack for the entire school day.

- Unauthorized use of electronic devices (pagers, cell phones, radios/tape players/CD players, etc)

1st- Confiscation until parent/guardian picks it up
2nd- Student required to check device at Dean's office everyday.

I will promptly clean up after myself and will not litter. I will assist in keeping the campus neat.

- Littering

1st and 2nd- clean up after self; teacher discretion
3rd- Parent/Guardian notification; clean up crew.

I will not possess school keys. If I find a set of keys, I will immediately turn them in to the front desk.

- Unauthorized use of school keys
- Duplicating school keys

1st- Parent/Guardian meeting with Dean of Students and Director; suspension.

2nd- Expulsion

I will not use profane language, make profane gestures or engage in profane behavior.

- Profanity Obscene hand and/or body gestures

1st- Formal warning; Parent/Guardian notification.

2nd- (habitual)- Suspension

■ Due Process – Suspension & Expulsion

1. The teacher/administrator who recommends the suspension/expulsion shall immediately report the incident to the Dean of Students and send the pupil to the Dean of Students for appropriate action.
2. Dean of Students shall hold a conference with the student.
 - a. Student shall first be informed of the reason for the disciplinary action and the evidence against him or her.
 - b. Student shall then be given the opportunity to present his or her version and evidence in his or her defense.
3. If a suspension/expulsion is ordered, the Dean of Students must telephone the parent(s). Custody of the student will be transferred to the parent(s) as outlined in the Student-Parent-School Contract.
4. The Dean of Students shall arrange a parent/teacher/administrator conference regarding the suspension/expulsion to discuss:
 - a. The cause for suspension/expulsion,
 - b. The duration of the suspension/expulsion,
 - c. The school policy involved, and other matters pertinent to the suspension/expulsion.

Emergency Situations: A student may be suspended without a conference if the Director or designee determines that an emergency situation exists. Emergency situation is defined as a situation determined by the Director or designee, to constitute a clear and present danger to the lives, safety or health of pupils or school personnel. If a pupil is suspended without a conference prior to suspension, both the parent/guardian/caregiver, and the pupil shall be notified of the pupil's right to such a conference, and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

Suspension Pending Expulsion: The Director or designee may extend the duration of the suspension upon collaboration with the Dean of Students when an expulsion hearing is pending. A conference must be held with the parent/guardian and student to determine whether the student is a danger to persons or property or a threat of disruption to the educational process. If this determination has been made, suspension may be extended for up to forty (40) days.

■ Suspension Hearing

There is no hearing procedure for cases of suspension. Suspension decisions are made by the Director with the advice of the Dean of Students and are final.

■ Expulsion Hearing

An Expulsion hearing before the Director shall be held within forty (40) calendar days of the date that the Director determines that the student has committed any acts that require expulsion.

The school will notify student/parent(s) five (5) school days prior to the hearing. The notice will include:

1. Date and place of hearing.
2. Statement of the specific facts and charges upon which the proposed expulsion is based.
3. Copy of the disciplinary rules of the school, which relates to the alleged violation.
4. Notification of the opportunity for the student and/or the parent(s) to appear in person or employ and be represented by someone else on their behalf to be present at the hearing.
5. Notification of the opportunity to inspect and obtain copies of all documents to be used at the hearing.
6. Notification of students right to present oral and written evidence, including witnesses.
7. Notification of the option to confront and question all witnesses who testify at the hearing and to question all evidence presented.
8. Notification of the student/parent(s) right to at least one (1) postponement of the hearing not to exceed thirty (30) calendar days.

A second notice of the request for a hearing will be sent to the parent if the school hearing is missed. If parent or student does not respond to second notice requesting an expulsion hearing, the hearing may be held irrespective whether the pupil's parent chooses to attend. Upon completion of the expulsion hearing:

- A. Parent(s) and student will be notified within three (3) school days as to the decision reached by the Director.
- B. If the Director decides not to recommend expulsion, then the expulsion proceedings will stop and the pupil shall remain in the classroom instructional program. If the pupil has been suspended, student would be immediately reinstated and permitted to return the classes, and to any other instructional program, a rehabilitation program, or any combination of these programs. The school Director or designee shall make placement in one or more of these programs after consultation with school administrative staff and the pupil's parent. The decision not to recommend expulsion shall be final.
- C. If the student and his/her family wish to appeal the decision of the Director, they must do so in writing to the OSA Board of Directors within ten (10) schools days of the Director's decision.

■ Appeal Requests

SUSPENSION

Procedures

1. Parent(s) must request in writing for a meeting with the Director.
2. A meeting will be held within three (3) school days upon receipt of the written request by the parent(s).

Scope of Meeting

1. Parent(s) may designate a representative (such as a relative, family, friend, or community agency personnel) to be present at the meeting; such representative shall not act as legal counsel for the pupil unless legal counsel is also present to represent the school.
2. The Director shall render a decision within two (2) school days. If the Director determines that no violation occurred, the result will be:
 - a. All record and documentation regarding the disciplinary proceeding shall be immediately expunged.
 - b. Information regarding the meeting may not be placed in the pupil's permanent record file or communicated to any person not directly related or involved in the disciplinary proceedings.
 - c. If the penalty imposed was inappropriate for the violation, all records and documentation concerning the suspension will be revised to indicate only the facts leading to the penalty imposed by the Dean of Students.
3. Any decision rendered by the Director is final.

EXPULSION

Procedures

1. The appeal request must be made in writing to the Board of Directors.
2. Parent(s) will then be provided with a letter detailing the appeal hearing process:
 - a. Scope and limit of the hearing.
 - b. What will happen during the hearing.
 - c. How to prepare for the hearing.
 - d. Additional consideration for special education students.
 - e. Right to have an attorney or advocate present.
 - f. Parental options and responsibilities under the compulsory education law if expulsion is upheld.
3. The Board of Directors shall hold the hearing within twenty (20) school days following the filing of a formal request to appeal.
4. The Board of Directors shall issue a decision within three (3) school days following the hearing. Any decision rendered by the Board of Directors is final.

Scope of the Hearing

The review of the appeal by the Board of Directors shall be limited to the following questions:

1. Whether the Director acted without or in excess of his/her jurisdiction.
2. Whether there was a fair hearing before the Director.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Director.

■ Sexual Harassment

DEFINITIONS

- Staff to student harassment: in this context, sexual harassment is defined as any welcome or unwelcome sexual advances, requests for sexual favors, and/or other verbal, visual, written, or physical conduct of a sexual nature.
- Student to student harassment: in this context, sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, visual, written or physical conduct of a sexual nature, whenever such harassment occurs on school property or at a school-sponsored event.
- Student to Staff harassment: in this context, sexual harassment is defined as any welcome or unwelcome sexual advances, requests for sexual favors, and/or verbal, visual, or physical conduct of a sexual nature.

CONSEQUENCES

- Staff: a substantiated charge against an employee or agent of the District shall subject such employee or agent to disciplinary actions which may include but are not limited to verbal warnings, letters of reprimand, transfers, suspension with or without pay, and dismissal.
- Student: a substantiated charge against a student shall subject that student to disciplinary actions which may include but are not limited to verbal warnings, reprimand, counseling, suspension, or expulsion, consistent with the State Education Code and this handbook.

PROCEDURES

The District has an established procedure and complaint form for sexual harassment. Please follow the procedures below if you feel that you have been the victim of sexual harassment.

Step I Informal Resolution:

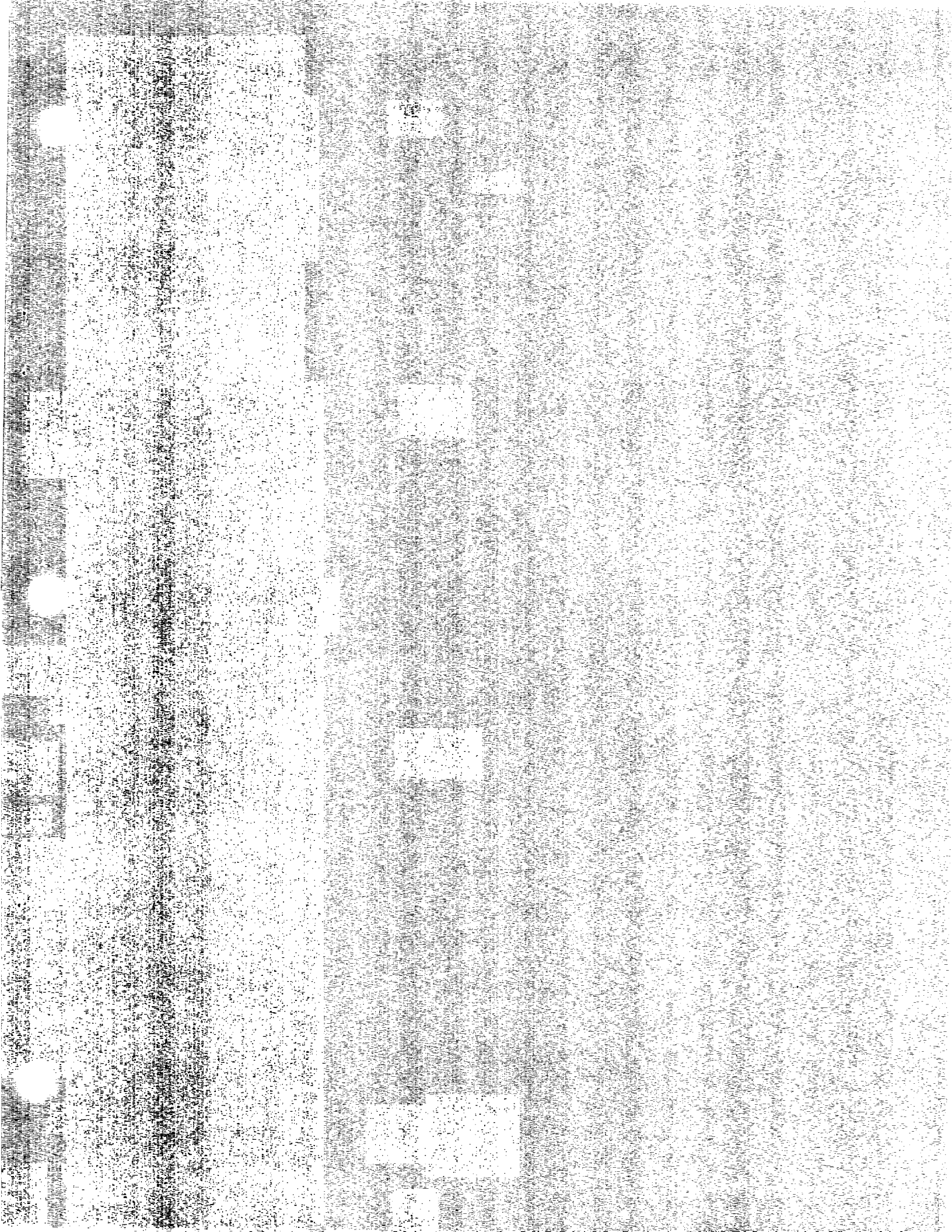
- Attempt to resolve the conflict through a discussion, or other means, with the alleged offender, counselor, adult, or friend.
- If you have been unsuccessful in using the informal resolution or you do not wish to confront the alleged offender proceed with Step II.

Step II Formal Resolution:

- Inform your teacher, counselor, or administrator that you would like to file a formal sexual harassment complaint.
- With the help of your teacher, counselor, or administrator, complete an "OSA Incident Report."
- The head counselor/Dean will initiate and complete an investigation within 10 school days. This investigation may include interviews with the complainant, the accused, witness as and other suspected victims.
- The parent of the victim will be informed by the head counselor/Dean that the victim has filed a sexual harassment complaint.

Step III Response:

After the investigation has been completed, the head counselor/Dean shall endeavor to issue a written response to the complainant within 10 school days.



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Employee Handbook

OSA

Revised 6/28/2004

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Essential Legal Provisions

Introductory Statement

Welcome! All employees of Oakland School for the Arts (OSA) are important members of a team effort. The success of OSA solely depends upon the dedication of our employees.

This employee handbook is intended to explain the terms and conditions of employment of all full- and part-time employees. Written employment agreements between OSA and some individuals may supersede some of the provisions of this handbook.

This handbook summarizes the policies and practices in effect at the time of publication. This handbook supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. The Director, Assistant Director, or Director of Finance will be happy to answer any and all questions.

At-Will Employment Status

OSA personnel are employed on an at-will basis. Employment at-will may be terminated with or without cause and with or without notice at any time by the employee or OSA. Nothing in this handbook shall limit the right to terminate at-will employment. Only the Director has the authority to enter into an agreement for employment, which is binding only if it is in writing.

Integration Clause and the Right to Revise

This employee handbook contains the employment policies and practices of OSA in effect at the time of publication. All previously issued handbooks and any inconsistent policy statements or memoranda are superseded.

OSA reserves the rights to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. However, any such changes must be in writing and must be signed by the Director.

Any written changes to this handbook will be distributed to all employees so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the entire agreement between the employee and OSA as to the duration of employment and the circumstances under which employment may be terminated. Nothing in this employee handbook or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee.

EEO without ADA Provision

OSA is an equal opportunity employer and makes employment decisions on the basis of merit. We want to have the best available persons in every job. OSA policy prohibits unlawful discrimination based on race, color, creed, gender, sexual orientation, marital status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, or any other consideration made unlawful by federal, state, or local laws. It also includes a perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. All such discrimination is unlawful.

OSA is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of OSA and prohibits unlawful discrimination by any employee of OSA.

If an employee believes s/he has been subjected to any form of unlawful discrimination, the employee must submit a written complaint to the Director, Assistant Director, or Director of Finance. Complaints should be specific and should include the names of the individuals involved and the names of any witnesses. OSA will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation.

If OSA determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. OSA will not retaliate against employees for filing a complaint and will not knowingly permit retaliation by co-workers.

Unlawful Harassment

OSA is committed to providing a work environment free of unlawful harassment. OSA policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. *All such harassment is unlawful.* OSA's anti-harassment policy applies to all persons involved in the operation of OSA and prohibits unlawful harassment by any employee of OSA. It also prohibits unlawful harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors; and
- Retaliation for reporting or threatening to report harassment.

If an employee believes that he / she has been unlawfully harassed, the employee must submit a written complaint to the Director, Assistant Director, or Director of Finance of OSA as soon as possible after the incident. The complaint should include details of the incident or incidents, names of the individuals involved, and names of any witnesses. OSA will immediately undertake an effective, thorough, and objective investigation of the harassment allegations. All complaints will be filed with the Director.

If OSA determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by OSA to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. The Director will advise all parties concerned of the results of the investigation. OSA will not retaliate for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

OSA encourages all employees to report any incidents of harassment forbidden by this policy *immediately* so that complaints can be quickly and fairly resolved. The Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. Employees who believe they have been harassed or retaliated against for resisting or complaining may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Employment Policies and Practices

Regular Employees

Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

Full-time Employees

Regular full-time employees are those who are scheduled for and do work at least 40 hours per week. Regular full-time employees are eligible for the employee benefits described in this handbook.

Part-time Employees

Part-time employees are those who are scheduled for and do work fewer than 40 hours per week, but not fewer than 20 hours. Part-time are not eligible for employee benefits except those mandated by applicable law.

Temporary Employees

Temporary employees are those employed for short-term assignments. Short-term assignments generally are periods of three months or fewer; however, such assignments may be extended. Temporary employees are not eligible for employee benefits except those mandated by applicable law.

Job Duties

The Director, Assistant Director, or Director of Finance will explain job responsibilities and the expected performance standards. OSA reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities at any time, with or without notice, determined by the needs of the School. Cooperation and assistance in performing additional work and special projects is expected.

Work Schedules

OSA is normally open for business between the hours of 7:00 am and 6:00 pm, Monday through Friday. The Director assigns individual work schedules. All employees are expected to be at their desks or workstations at the start of their scheduled shifts, ready to work. The workweek begins at 12:01 a.m. Sunday and ends at midnight on Saturday.

Timekeeping Requirements

Part-time and temporary employees must record their time at the start and at the end of each work period using either a timecard or a timesheet provided by the Director of Finance. Any errors on timecards should be reported immediately to the Director of Finance.

Payment of Wages

Paychecks are normally available by 3:00 pm at the administration office. Any errors should be immediately reported to the Director of Finance.

Semi-monthly Payments

Paydays are scheduled on the 15th and last day of the month. If a regular payday falls on a Saturday, employees will be paid on Friday. However, if a regular payday falls on Sunday, employees will be paid on the following Monday.

Option: Automatic Deposit

OSA offers automatic payroll deposit for employees. Automatic payroll deposits may begin or end upon employee request. To begin automatic payroll deposit, employees must complete a form (available from the Director of Finance) and return it at least 10 days before the pay period for which the service will begin. Payroll deposit statements should be carefully monitored for the first two pay periods after the service begins.

To stop automatic payroll deposit, employees must complete the form available from the Director of Finance and return it at least 10 days before the pay period for which the service will end. Employees will receive a regular

payroll check on the first pay period after the receipt of the form, provided it is received no later than 10 days before the end of the pay period.

Overtime for Non-exempt Employees

Employees may be required to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. OSA will attempt to distribute overtime evenly and accommodate individual schedules. The Director must authorize all overtime work. OSA provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

- All hours worked in excess of eight hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. Workweeks begin each Sunday at 12:01 am;
- Compensation for hours in excess of 40 for the workweek, or in excess of eight and not more than 12 for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate one and one-half times the employee's regular rate of pay;
- Compensation for hours in excess of 12 in one workday and in excess of eight on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay; and
- Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to exempt employees.

Advances

Advances against paychecks or against unaccrued vacation may be granted at the discretion of the Director.

Personnel Records

All employees have access to their personnel file, as provided by law, in the presence of an OSA representative at a mutually convenient time. No copies of documents in the file may be made, with the exception of documents that the employee has previously signed. Comments to any disputed item may be added to the file.

OSA will restrict disclosure of personnel files to authorized individuals within OSA. Any request for information contained in personnel files must be directed to the Director. Only the Director is authorized to release information about current or former employees. Disclosure of personnel information to outside sources will be limited. However, OSA will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations and as otherwise legally required.

Employee References

All requests for references must be directed to the Director. By policy, OSA discloses only the dates of employment and the title of the last position held of former employees. OSA will inform prospective employers of the amount of salary or wage last earned if authorized in writing by the employee.

Performance Evaluations

Each employee will receive periodic performance reviews conducted by his or her supervisor. Official evaluations will be conducted annually. Interim evaluations will also be conducted. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance concerns.

Performance evaluations may review factors such as the quality and quantity of the work, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to note progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of OSA and depend upon many factors in addition to performance. After the review, employees are required to sign the evaluation report acknowledging receipt and discussion of content.

Reductions in Force

Under some circumstances, OSA may need to restructure or reduce its workforce. If restructuring our operations or reducing the number of employees becomes necessary, OSA will attempt to provide advance notice, if

possible, to help prepare affected individuals. If possible, employees subject to layoff will be informed of the nature of the layoff and the foreseeable duration of the layoff, whether short-term or indefinite.

In determining which employees will be subject to layoff, OSA will take into account, among other things, operation and requirements, the skill, productivity, ability, and past performance of those involved, and also, when feasible, the employee's length of service.

Involuntary Termination

Violation of OSA policies and rules may warrant disciplinary action. OSA has established a system of progressive discipline that includes verbal warnings, written warnings, and suspension. The system is not formal and OSA may, in its sole discretion, utilize whatever form of discipline is deemed appropriate under the circumstances, up to, and including, termination of employment. OSA's policy of progressive discipline in no way limits or alters the at-will employment relationship.

Voluntary Termination

Voluntary termination results when an employee voluntarily resigns his or her employment, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by, the Director. All OSA-owned property, including vehicles, keys, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.

Standards of Conduct

Prohibited Conduct

The following conduct is prohibited and will not be tolerated by OSA. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and OSA's operations also may be prohibited.

- Falsifying employment records, employment information, or other OSA records;
- Theft and deliberate or careless damage or destruction of any OSA property, or the property of any employee or customer;
- Removing or borrowing OSA property without prior authorization;
- Unauthorized use of OSA equipment, time, materials, or facilities;
- Provoking a fight or fighting during working hours or on OSA property;
- Participating in horseplay or practical jokes on OSA time or on OSA premises;
- Carrying firearms or any other dangerous weapons on OSA premises at any time;
- Engaging in criminal conduct whether or not related to job performance;
- Causing, creating, or participating in a disruption of any kind during working hours on OSA property;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a supervisor or member of management;
- Using abusive language at any time on OSA premises;
- Failing to notify proper supervisor when unable to report to work;
- Unreported absence of three consecutive scheduled workdays;
- Failing to obtain permission to leave work for any reason during normal working hours;
- Failing to observe working schedules, including rest and lunch periods;

- Failing to provide a physician's certificate when requested or required to do so;
- Sleeping or malingering on the job;
- Working overtime without authorization or refusing to work assigned overtime;
- Wearing disturbing, unprofessional or inappropriate styles of dress or hair while working;
- Violating any safety, health, security or school policy, rule, or procedure;
- Committing a fraudulent act or a breach of trust under any circumstances; and
- Committing or involvement in any act of unlawful harassment of another individual.

This statement of prohibited conduct does not alter OSA's policy of at-will employment. Either employee or OSA remains free to terminate the employment relationship at any time, with or without reason or advance notice.

Off-duty Conduct

While OSA does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with OSA's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect OSA's or their own integrity, reputation or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects OSA's legitimate business interests or the employee's ability to perform his or her job will not be tolerated.

While employed by OSA, employees are expected to devote their energies to their jobs with OSA. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at OSA;
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with OSA;
- Additional employment that impairs or has a detrimental effect on the employee's work performance with OSA;
- Additional employment that requires the employee to conduct work or related activities on OSA's property during the employer's working hours or using our OSA's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of OSA.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the Director explaining the details of the additional employment. If the additional employment is authorized, OSA assumes no responsibility for it. OSA shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Drug and Alcohol Abuse

OSA is concerned about the use of alcohol, illegal drugs, or controlled substances as it affects the workplace. Use of these substances, whether on or off the job can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to OSA. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and exposes OSA to the risks of property loss or damage, or injury to other persons.

Furthermore, the use of prescription drugs and/or over-the-counter drugs also may affect an employee's job performance and may seriously impair the employee's value to OSA.

The following rules and standards of conduct apply to all employees either on OSA property or during the workday (including meals and rest periods). Behavior that violates company policy includes:

- Possession or use of an illegal or controlled substance, or being under the influence of an illegal or controlled substance while on the job;
- Driving a OSA vehicle while under the influence of alcohol; and
- Distribution, sale, or purchase of an illegal or controlled substance while on the job.

Violation of these rules and standards of conduct will not be tolerated. OSA also may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off OSA property will not be tolerated because such conduct, even though off duty, reflects adversely on OSA. In addition, OSA must keep people who sell or possess controlled substances off OSA premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee's ability to safely perform the job, or affect the safety or well being of others, must notify a supervisor of such use immediately before starting or resuming work.

OSA will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. OSA is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is OSA obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person's job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect OSA's treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

Punctuality and Attendance

All OSA employees are expected to be punctual and regular in attendance. Employee tardiness and/or absences present problems for fellow employees.

Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule, except for authorized OSA business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

In all cases of absence or tardiness, employees must provide the Dean of Students or the Assistant Director with an honest reason or explanation at least one hour before the scheduled time to begin work. Employees also must provide the expected duration of any absence. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated. OSA defines excessive absenteeism as more than two (2) days absence in a one (1) month period.

Failure to report for work for a three day period without any notification to the Dean of Students or Assistant Director, will be considered abandonment of employment.

Dress Code and Other Personal Standards

Each employee is a representative of OSA in the eyes of the public and must report to work properly groomed and wearing appropriate clothing. Employees are expected to dress neatly and in a manner consistent with the nature of the work performed. Employees who report to work inappropriately dressed may be asked to leave and return in acceptable attire.

Employees are expected to dress in a professional manner. Jeans, T-shirts, tank or halter-tops, and casual shoes or sneakers are not permitted for any employees. All clothing should be clean and without rips or holes.

Dress Code and Other Personal Standards

Each employee is responsible for safeguarding the confidential information obtained during employment. In the course of work, employees may have access to confidential information. Employees have the responsibility to prevent revealing or divulging any such information unless it is absolutely necessary for the performance of duties. Access to confidential information should be on a "need-to-know" basis and must be properly authorized. Any breach of this policy will not be tolerated and OSA may take legal action.

Operational Considerations

Employer Property

Lockers, desks, computers, vehicles, equipment and tools are OSA property and must be maintained according to OSA rules and regulations. They must be kept clean and are to be used only for work-related purposes. OSA reserves the right to inspect all OSA property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

OSA voice mail and/or electronic mail (e-mail) are to be used for business purposes only. OSA reserves the right to monitor voice mail messages and e-mail messages to ensure compliance with this rule, without notice to the employee and at any time, not necessarily in the employee's presence.

OSA may periodically need to assign and/or change "passwords" and personal codes for voice mail, e-mail and computer. These communication technologies and related storage media and databases are to be used only for OSA business and they remain the property of OSA. OSA reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system.

Prior authorization must be obtained before any OSA property may be removed from the premises.

For security reasons, employees should not leave personal belongings of value in the workplace. Personal items are subject to inspection and search, with or without notice, with or without the employee's prior consent.

Terminated employees should remove any personal items at the time they leave the OSA. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Use of Electronic Media

OSA uses various forms of electronic communication including, but not limited to computers, e-mail, telephones, and Internet. All electronic communications, including all software, databases, hardware, and digital files, remain the sole property of OSA and are to be used only for OSA business and not for any personal use.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing, or obscene, or for any other purpose that is illegal, against OSA policy, or not in the best interest of OSA.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, misappropriation of trade secrets, discrimination, harassment, or related actions will be subject to discipline and/or immediate termination.

Employees may not install personal software on Company computer systems.

All electronic information created by any employee using any means of electronic communication is the property of OSA and remains the property of OSA. Personal passwords may be used for purposes of security, but the use of a personal password does not affect OSA's ownership of the electronic information.

OSA will override all personal passwords if necessary for any reason.

OSA reserves the right to access and review electronic files, messages, mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of OSA policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by OSA management.

No employee may install or use anonymous e-mail transmission programs or encryption of e-mail communications, except as specifically authorized by the Director.

Employees who use devices on which information may be received and/or stored, including but not limited to cell phones, cordless phones, portable computers, fax machines, and voice mail communications are required to use these methods in strict compliance with the trade secrets and confidential communication policy established by OSA. Except for such uses, these communications tools should not be used for communicating confidential or sensitive information or any trade secrets.

Access to the Internet, websites, and other types of OSA-paid computer access are to be used for OSA-related business only. The Director must approve any information about OSA, its products or services, or other types of information that will appear in the electronic media before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to Technology Director.

Off-duty Use of Facilities

Employees are prohibited from remaining on OSA premises or making use of OSA facilities while not on duty. Employees are expressly prohibited from using OSA facilities, OSA property, or OSA equipment for personal use.

Employee Property

An employee's personal property, including but not limited to lockers, packages, purses, and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of OSA property.

Security and Workplace Violence

OSA has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. Report any suspicious persons or activities to the administration office. Desks and offices should be secured at the end of the day. Valuable and / or personal articles should not be left unattended. The security of facilities as well as student welfare depends upon the alertness and sensitivity of every individual to potential security risks.

Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help us maintain a safe workplace, everyone must be safety-conscious at all times. Report all work-related injuries or illnesses immediately to the administration office. In compliance with California law, and to promote the concept of a safe workplace, OSA maintains an Injury and Illness Prevention Program. The Injury and Illness Prevention Program is available for review by employees in the Administration Office.

In compliance with Proposition 65, OSA will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Smoking

Smoking is not allowed on OSA property.

Housekeeping

All employees are expected to keep their work areas clean and organized. People using common areas are expected to keep them sanitary.

Solicitation and Distribution of Literature

No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom such activity is directed.

No employee shall distribute or circulate any written or printed material in work areas at any time, or during his or her working time or during the working time of the employee or employees at whom such activity is directed.

Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on OSA property.

Conducting Personal Business

Employees are to conduct only OSA business while at work. Employees may not conduct personal business or business for another employer during their scheduled working hours.

Employee Benefits

Holidays

Oakland School for the Arts observes the following holidays:

- Indigenous Peoples Day
- Thanksgiving Day and the Friday after
- Christmas Day
- New Year's Day
- Martin Luther King Jr.'s Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day

When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, OSA may close on another day or grant compensating time off instead of closing. Holiday observance will be announced in advance.

Vacation

Full-time employees will receive two (2) weeks vacation. Vacation times are to be taken the week after Christmas and the week of Spring Break as designated per the school calendar.

Personal/Sick Days

Full-time employees receive 5 personal/sick days per year; accrued on a monthly basis at 0.42 days per month. Part-time employees receive 2.5 personal/sick days per year, accrued on a monthly basis at 0.21 days per month. Personal days are approved at the discretion of the Director. Any unused personal/sick time will be paid out on the June 30th pay check.

Insurance Benefits

OSA provides a comprehensive insurance plan for eligible employees and their dependents. The benefits listed below are for full-time faculty and employees only. In the event of an increase in insurance premium rates, all employees may be required to contribute to the cost of increased premiums to retain coverage. Details about insurance coverage are available in a separate publication available in the Administration Office.

Medical Insurance

Dental Insurance

Vision Insurance

STRS (Faculty Only)

Family and Medical Leave Eligibility

Family/medical leave time is permitted for the birth of an employee's child, to bond with a newborn, or placement of a child for adoption or foster care, to care for an employee's spouse, child, or parent who has a serious health condition, or for a serious health condition that makes an employee unable to perform his or her job.

Federal Family and Medical Leave Act and the California Family Rights Act already allow employees to take up to a maximum of 12 workweeks of unpaid family/medical leave within a 12-month period. Effective July 1, 2004 California became the first state to offer wage replacement benefits. This new law allows for reimbursement of 55% of the employee's base wage for up to six-weeks in any twelve-month period. There is a seven-day waiting period each time an employee uses the benefits.

Family Leave and Pregnancy

Time off from work because of the employee's disability due to pregnancy, childbirth, or related medical condition is not counted as time used for California Family Rights Act leave, but is counted as time used for Family and Medical Leave Act leave. Pregnant employees may have the right to take a pregnancy disability leave in addition to family or medical leave. Such employees should contact the Director regarding their individual situation. Any leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in one continuous period of time. California Family Rights Act leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, OSA will grant a request for a California Family Rights Act leave (for birth/placement of a child) on any two occasions if each is of less than two weeks' duration. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

Requests for Leave

The following procedures shall apply when an employee requests family leave:

Please contact the Director as soon as the need for family/medical leave is realized.

If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or a family member, the employee must notify the Director at least 30 days before leave is to begin. The employee must consult with his or her supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of OSA. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the employee's child, parent, or spouse. If the employee cannot provide 30 days' notice, OSA must be informed as soon as practical.

Bereavement Leave

OSA grants leave of absence to employees in the event of the death of the employee's current spouse, child, parent, legal guardian, brother, sister, grandparent, or grandchild; or mother-, father-, sister-, brother-, son-, or daughter-in-law. An employee with such a death in the family may take up to two (2) consecutive scheduled workdays off with pay with the approval of OSA. The Director may approve additional unpaid time off.

Personal Leave

A personal leave of absence without pay may be granted at the discretion of the Director. Requests for personal leave should be limited to unusual circumstances requiring an absence of longer than two weeks. Approved personal absences of shorter duration are not normally treated as leaves, but rather as excused absences without pay.

Any leave taken under this provision that qualifies as leave under the state and/or federal Family and Medical Leave Acts will be counted as family/medical leave and charged to the employee's entitlement of 12 workweeks of family/medical leave in a 12-month period.

Jury Duty and Witness Leave

OSA encourages employees to serve on jury duty when called. Non-exempt employees who have completed their trial periods will receive full pay while serving up to two (2) days of jury duty. Exempt employees will receive full salary. Employees should notify the Director of the need for time off for jury duty as soon as a notice or summons from the court is received. Employees may be requested to provide written verification from the court clerk of performance of jury service. If work time remains after any day of jury selection or jury duty, employees will be expected to return to work for the remainder of the work schedule.

Time Off for Voting

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working day, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two hours combined. Under these circumstances, an employee will be allowed a maximum of two hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall provide the Director with at least two days notice.

Domestic Violence Leave

Employees who are victims of domestic violence are eligible for unpaid leave. Employees may request leave if they are involved in a judicial action, such as obtaining restraining orders, or appearing in court to obtain relief to ensure employee's health, safety, or welfare, or that of a child.

Employees should provide notice and certification of the need to take leave under this policy. Certification may be sufficiently provided by any one of the following:

- A police report indicating that the employee was a victim of domestic violence;
- A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court;
- Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

OSA will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The length of unpaid leave an employee may take is limited to 12 weeks provided for in the federal Family and Medical Leave Act of 1993.

External Employee Education

Some employees may need to attend training programs, seminars, conferences, lectures, meetings, or other outside activities for the benefit of OSA or the individual employees. Attendance at such activities, whether required by OSA or requested by individual employees, requires the written approval of the Director. To obtain approval, any employee wishing to attend an activity must submit a written request detailing all relevant information, including date, hours, location, cost, expenses, and the nature, purpose, and justification for attendance. Attendance at any such event is subject to the following policies on reimbursement and compensation.

For attendance at events required or authorized by OSA, customary and reasonable expenses may be reimbursed upon submission of proper receipts. Acceptable expenses generally include registration fees, materials, meals, transportation, and parking. Reimbursement policies regarding these expenses should be discussed with the Director and the Director of Finance in advance.

Employee attendance at authorized outside activities will be considered hours worked for non-exempt employees and will be compensated in accordance with normal payroll practices.

This policy does not apply to an employee's voluntary attendance, outside of normal working hours, at formal or informal educational sessions, even if such sessions generally may lead to improved job performance. While OSA generally encourages all employees to improve their knowledge, job skills, and promotional qualifications, such activities do not qualify for reimbursement or compensation under this policy unless prior written approval is obtained as described previously.

Recreational Activities and Programs

OSA or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

Workers Compensation

OSA, in accordance with state law, provides insurance coverage for employees in case of work-related injury. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax free, to replace lost wages;
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that employee receives any entitled workers' compensation benefits, employee will need to:

- Immediately report any work-related injury to appropriate supervisor;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Business Office; and
- Provide OSA with a certification from appropriate health care provider regarding the need for workers' compensation disability leave, as well as the eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to his or her same position held at the time the leave began, or to an equivalent position, if available. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if the employee on workers' compensation leave would have been laid off had he or she not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining OSA's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on his or her qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of his or her job because of a physical or mental disability, OSA's obligations to the employee may include reasonable accommodation, as governed by the Americans with Disabilities Act.

Confirmation of Receipt with At-Will Language

I have received my copy of OSA’s employee handbook. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in the handbook.

I understand that except for employment at-will status, OSA can change any and all policies or practices at any time. OSA reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that only the Director has the authority to make employment agreements and then only in writing, signed by the Director.

I understand and agree that nothing in the employee handbook creates or is intended to create a promise or representation of continued employment and that employment at OSA is employment at-will; employment may be terminated at the will of either OSA or me. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between OSA and me concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with OSA.

Employee’s Signature

Date

Oakland School for the Arts

Board Meeting Schedule

2001-2002

All Board Meetings are held at OSA and begin at 6:30 PM.

- **Tuesday, December 18, 2001**
- **Monday, January 7, 2002**
- **Thursday, February 7, 2002**
- **Monday, February 25, 2002**
- **Monday, March 25, 2002**
- **Monday, April 8, 2002**
- **Monday, April 29, 2002**
- **Monday, May 20, 2002**
- **Monday, July 15, 2002**

Oakland School for the Arts

Board Meeting Schedule 2002-2003

All Board Meetings are held at OSA and begin at 6:30 PM.

- **Friday, August 16, 2002**
- **Thursday, September 16, 2002**
- **Monday, October 21, 2002**
- **Wednesday, December 18, 2002**
- **Monday, January 27, 2003**
- **Monday, February 24, 2003**
- **Monday, March 24, 2003**
- **Monday, April 21, 2003**
- **Monday, May 19, 2003**
- **Monday, June 23, 2003**

Oakland School for the Arts

**Board Meeting Schedule
2003-2004**

All Board Meetings are held at OSA and begin at 6:30 PM.

- **Monday, August 18, 2003**
- **Monday, September 15, 2003**
- **Monday, October 20, 2003**
- **Monday, November 17, 2003**
- **Monday, December 15, 2003**
- **Monday, January 26, 2004**
- **Monday, February 23, 2004**
- **Monday, March 15, 2004**
- **Monday, April 19, 2004**
- **Monday, May 17, 2004**
- **Monday, June 21, 2004**

Oakland School for the Arts
Board Meeting Schedule
2004-2005

All Board Meetings are held at OSA and begin at 6:30 PM.

- **Saturday, August 14, 2004** (Retreat)
- **Monday, September 20, 2004**
- **Monday, October 25, 2004** (@ Fox Campus)
- **Monday, November 22, 2004**
- **Monday, December 20, 2004**
- **Monday, January 24, 2005**
- **Monday, February 28, 2005**
- **Monday, March 21, 2005**
- **Monday, April 25, 2005**
- **Monday, May 23, 2005**
- **Monday, June 27, 2005**



Accrediting Commission For Schools

533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
E-mail: mail@acsWSC.org

DAVID E. BROWN, PH.D.
Executive Director

MARILYN S. GEORGE, ED.D.
Associate Executive Director

GEORGE BRONSON, ED.D.
*Associate Executive Director,
Operations*

COMMISSION MEMBERS

CHRISTINA L. DYER
*Chairperson
Public Member
San Diego*

JAMES G. LUTZ
*Assistant Chairperson
Superintendent
Pierce Joint Unified School District*

HARRIET AJIMINE
*Educational Specialist
Hawaii Department of Education*

TOD A. ANTON
*Professor of School Administration Emeritus
California State University, Stanislaus*

RUTH A. BALS DON
*Teacher
Lick-Wilmerding High School*

THOMAS C. BEECHER
*Superintendent of Catholic Schools
Diocese of San Diego*

KELLY BOCK
*Director, Office of Education
Pacific Union Conference
of Seventh-day Adventists*

SUSIE CHOW
California Federation of Teachers

HASMIK DANIELIAN
*Principal
Herbert Hoover High School*

GARY DAVIS
*Superintendent
Oxnard Union High School District*

ANN DESMOND
*California Congress of Parents,
Teachers & Students, Inc.*

JOHN F. FITZPATRICK
*Superintendent
Las Virgenes Unified School District*

RUDOLPH JOHNSON
*Public Member
Pleasanton*

ERNESTINE JONES
California School Boards Association

GLENN W. MASSENGALE
*Association of California
School Administrators*

DEREK K. MINAKAMI
*Teacher
Kallua High School*

ELLA MIYAMOTO
*Public Member
San Francisco*

DAVID OTTAVIANO
*East Asia Regional Council
of Overseas Schools*

PATRICIA ANN PARK
*Principal
Allamano Middle School*

PAUL PEROTTI
*Superintendent
Santa Clara Unified School District*

ELIZABETH ROOT
*California Association of
Independent Schools*

RICHARD SEXTON
*Superintendent of Catholic Schools
Diocese of Fresno*

ALICE J. SOTO
*Teacher
Mater Dei High School*

SUE STICKEL
*Deputy Superintendent
California Department of Education*

MICHAEL STONE
California Teachers Association

NANCY D. WHITE
*Head of School
La Pieta-Hawaii School for Girls*

June 23, 2004

Mr. Loni Berry
Director
Oakland School for the Arts
1428 Alice Street
Oakland, CA 94612

Dear Mr. Berry:

We are pleased to announce that the officers of the Accrediting Commission for Schools have examined the initial visit report submitted by the team which visited your school recently on behalf of this association and have authorized the granting of an interim term of accreditation. The term of accreditation for Oakland School for the Arts (grades 9-10) will run through June 30, 2007. Prior to the end of this period, the school must prepare for a full accreditation visit by completing a self-study and accreditation review. The school will be expected to respond to the recommendations of the initial visiting committee and have key staff attend training sessions that explain the self-study process and the criteria in detail. In order to make the most of this time, we strongly recommend that the school arrange for key staff to serve on visiting committees to other schools. A data form is enclosed to allow you to apply for this opportunity.

During the school year prior to the full visit, WASC will contact you to collect pertinent information. At that time, you will be informed of the training sessions available to assist you in doing the self-study.

The approval of interim accreditation entitles you to use the following phrase on transcripts or in school advertising: "Fully Accredited by (or) Accredited by the Schools Commission of the Western Association of Schools and Colleges" until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., "Fully Accredited for Grades (9-12 for example) by the Schools Commission of the Western Association of Schools and Colleges."

Transcripts of students who are graduating or transferring from grades covered by the accreditation should be stamped with a WASC logo which can be obtained from the WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

June 23, 2004

Page 2

If you choose to disclose your accreditation status in any communications with the public, you must specify the programs or grade levels which are covered by the accreditation status. You must also include the name, address, and phone number of the Accrediting Commission for Schools in the same communication. The information to include is:

Western Association of Schools and Colleges, Accrediting Commission
for Schools, 533 Airport Blvd., Suite 200, Burlingame, CA 94010
Phone: (650) 696-1060

Again, welcome to the WASC family. We believe that WASC can be of assistance to you in "adding value" to the education of the students whom you serve. Please contact us if you have questions or if we can be of further assistance.

Sincerely,



David E. Brown, Ph.D.
Executive Director

DEB:ja

Enclosures: Initial Visit Report
Committee Member Data Form
WASC Accreditation Stamp Information Sheet

cc: Randolph Ward, State Administrator, Oakland Unified School District
Linda Rarden, Chair, Initial Visit Committee
James Reinhart, Member, Initial Visit Committee

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

RECEIVED

Date: **OCT 11 2001**

040515 012355
Employer Identification Number:

68-0463892
17051129024021

OAKLAND SCHOOL FOR THE ARTS
C/O OFFICE OF THE MAYOR
1 FRANK H OGAWA PLAZA 3RD FLR
OAKLAND, CA 94612

Contact Person: **JOSEPH LAUX** ID# 31077

Contact Telephone Number:
(877) 829-5500

Use Exemption Agency
Director's Office

Accounting Period Ending:
June 30

Form 990 Required:
Yes

OCT 22 2001

Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DD/CG)

-2-

OAKLAND SCHOOL FOR THE ARTS

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devised, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

-3-

OAKLAND SCHOOL FOR THE ARTS

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

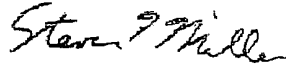
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven T. Miller
Director, Exempt Organizations

Enclosure(s):

-4-

OAKLAND SCHOOL FOR THE ARTS

You are not subject to the specific publishing, reporting, and record-requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, so long as you operate as a charter school. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will then be required to comply with Revenue Procedure 75-50 to maintain your exempt status as a school described in section 509(a)(1) and 170(b)(1)(A)(ii) of the Code.



ISU Loversing Insurance Services

Independently Owned and Operated

1121 Laurel Street
P.O. Box 699
San Carlos, CA 94070
(650) 593-7601
(650) 593-7410 Fax
Lic #0429797

August 12, 2004

Mr. John Payne
Oakland School for the Arts
1428 Alice St., Ste. 100M
Oakland, CA 94612-4067

RE: Commercial Insurance Summary
Policy Term: 2004-2005

Dear John:

Please find enclosed a summary of insurance for all policies currently in force through our office. I have included the current information for the Workers Compensation insurance policy, due for renewal, effective October 1, 2004. A separate renewal proposal will be sent to you, once we have obtained renewal quotations.

Please review the summary and let me know if you have any questions. I appreciate the continued opportunity to be of service.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathy Layden", is written over the typed name.

Kathy Layden
Account Manager

KL/s

Enclosure

BYLAWS
OF
OAKLAND SCHOOL FOR THE ARTS

ARTICLE 1

Name

Section 1.1 The full name of this California Nonprofit Public Benefit Corporation is OAKLAND SCHOOL FOR THE ARTS (hereinafter referred to as the "corporation").

ARTICLE 2

Purposes and Powers

Section 2.1 This corporation is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes of this corporation is to manage, operate, guide, direct and promote the Oakland School for the Arts, a California Public Charter School, and to that end to hold any property, or any undivided interest in property, without limitation as to amount or value; to dispose of any such property and to invest, reinvest, or deal with the principal or the income in such manner as, in the judgment of the directors, will best promote the purposes of the corporation without limitation, except such limitations as may be contained in the instrument under which such property is received, these articles of incorporation, the bylaws of this corporation, or any applicable laws; to do any other act or thing incidental to or connected with the foregoing purposes or in advancement thereof, but not for the pecuniary profit or financial gain of its directors or officers except as permitted under the Nonprofit Public Benefit Corporation Law.

Section 2.2 The foregoing statement of purpose shall be construed as both purposes and powers. The corporation shall have all benefits, privileges, rights and powers created, given, extended or conferred upon nonprofit corporations by the provisions of the California Nonprofit Public Benefit Corporation Law, all other applicable laws and any additions or amendments thereto.

ARTICLE 3

Nonpartisan Activities

Section 3.1 The corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the charitable purposes described above, and it shall be nonprofit and nonpartisan. No substantial part of the activities of the corporation shall consist of the publication or dissemination of materials with the purpose of attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office or for or against any cause or measure being submitted to the people for a vote. The corporation shall not, except in an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes described above.

ARTICLE 4

Dedication of Assets

Section 4.1 The properties and assets of the corporation are irrevocably dedicated to charitable purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, except as designated herein, or any member or director of the corporation. On liquidation or dissolution, all properties and assets and obligations shall be distributed and paid over to an organization dedicated to charitable purposes, provided that the organization continues to be dedicated to the exempt purposes as specified in Internal Revenue Code Section 501(c)(3). Subject to the foregoing, the terms and conditions of all endowments and gifts to the corporation shall be given effect.

ARTICLE 5

Offices

Section 5.1 Principal Office. The principal office for the transaction of the business of the corporation shall be located at such place in the City of Oakland, State of California, as may from time to time be designated by the board of directors (hereinafter the "board"). The board may change the principal office from one location to another.

Section 5.2 Other Offices. Branch or subordinate offices may at any time be established by the board at any place or places where the corporation is qualified to do business.

ARTICLE 6

Members

Section 6.1 Members. The corporation shall have no members.

ARTICLE 7

Directors

Section 7.1 General Corporate Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law, the Charter Schools Act of 1992 and any other applicable laws, the corporation's activities and affairs shall be managed, and all corporate power shall be exercised, by or under the direction of the board of directors.

Section 7.2 Specific Powers. Without prejudice to the general powers set forth in Section 7 of these bylaws, but subject to the same limitations, and in addition to such other rights and powers set forth elsewhere in these bylaws and under law, the directors shall have the power to:

(a) Appoint and remove at their pleasure all the corporation's officers, agents, and employees; prescribe powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; and fix their compensation and require from them security for faithful performance of their duties.

(b) Change the principal office from one location to another; cause the corporation to be qualified to conduct its activities in any other state.

(c) Adopt, use and alter the form of a corporate seal.

- (d) Make investments of the corporation's funds, borrow money and incur indebtedness on behalf of the corporation, and cause to be executed and delivered for the corporation's purposes, in the corporate name, any instruments of debt and securities.
- (e) Carry out such other duties as are described in the Charter.

Section 7.3 Number of Directors. The authorized number of directors of the corporation shall be not less than three (3) nor more than fifteen (15) until changed by a duly adopted amendment to the bylaws. The exact number of directors shall be fixed from time to time, within the limits specified in this Section 7, by the Board of Directors. No reduction of the authorized number of directors shall remove any director prior to the expiration of such director's term of office.

Section 7.4 Restriction on Interested Persons. No more than 49 percent of the persons serving on the board of directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of the provisions of this paragraph shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 7.5 Designation, Election and Term of Office.

- (a) Jerry Brown shall designate all members of the Board of Directors until such time as he shall relinquish such power of designation by written notice given to the Board of Directors. At all times, the designated directors shall include one representative from the governing board of the Oakland Unified School District. The term of office of each director of the corporation other than Jerry Brown shall be one (1) year. Jerry Brown shall serve until his death or resignation. A director designated to fill the unexpired term of another director shall serve the remainder of such unexpired term.
- (b) At such time as Jerry Brown is no longer serving as designator of the Board of Directors, as vacancies occur on the Board of Directors, new members shall be elected by the remaining directors. At all times, the elected directors shall include one representative from the governing board of the Oakland Unified School District. The term of office of each director elected shall be three (3) years. Successors for directors whose terms of office are then expiring shall be elected at the annual meeting of the directors in the year such terms expire, but if any such annual meeting is not held or the directors are not elected at the meeting, the directors may be elected at any meeting of the Board. A director may succeed himself or herself in office. A director elected to fill the unexpired term of another director shall serve the remainder of such unexpired term.

Section 7.6 Vacancies. A vacancy occurring in any office for any reason may be filled in the manner prescribed by the bylaws for initial appointment to such office.

Section 7.7 Resignation. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, the president or the secretary. The resignation shall be effective when the notice is given unless it specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, a successor may be

designated to take office when the resignation becomes effective. Except on notice to the Attorney General of California, no director may resign if the corporation would be left without at least one (1) duly elected director.

Section 7.8 Removal. While Jerry Brown is serving as designator of the Board of Directors, he shall have the sole power to remove any director, with or without cause. At such time as Jerry Brown is no longer serving as designator of the Board of Directors, any director may be removed from office, with or without cause, by the vote of a majority of the other directors then in office. Notwithstanding the foregoing, at all times the Board of Directors shall include one representative from the governing board of the Oakland Unified School District.

Section 7.9 No Vacancy on Reduction of Number of Authorized Directors. No reduction of the authorized number of directors shall have the effect of removing any director prior to the expiration of that director's term of office.

Section 7.10 Place of Meetings. Meetings of the board shall be held at any place within or outside California that has been designated by resolution of the board or in the notice of the meeting or, if not so designated, at the principal office of the corporation.

Section 7.11 Meetings by Telephone. Any meeting may be held by conference, telephone or similar communication equipment, as long as all directors participating in the meeting can hear one another. All such directors shall be deemed to be present in person at such a meeting.

Section 7.12 Regular Meetings. Regular meetings of the board may be held without notice at such time and place as the board may fix from time to time.

Section 7.13 Special Meetings. Special meetings of the board for any purpose may be called at any time by the chairman of the board, if any, the president or any vice president, or the secretary or any two directors.

Section 7.14 Manner of Notice. Notice of the time and place of special meetings shall be given to each director by one of the following methods: (a) by personal delivery of written notice; (b) by first-class mail, postage prepaid; (c) by telephone, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; or (d) by voice messaging system or other system or technology designed to record and communicate messages, telegraph, facsimile, electronic mail or other electronic means. All such notices shall be given or sent to such communication address or number of the director as shown on the records of the corporation. The notice shall state the time of the meeting, and the place if the place is other than the principal office of the corporation. It need not specify the purpose of the meeting.

Section 7.15 Time of Notice. Notice sent by first-class mail shall be deposited in the United States mail at least four days before the time set for the meeting. Notice given by other permitted means shall be delivered at least 48 hours before the time set for the meeting.

Section 7.16 Quorum. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn. Every other action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be the act of the board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts in which a director has a material financial interest, (b) creation of and appointments to committees of the board, and (c) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of director,

if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 7.17 Waiver of Notice. Notice of a meeting need not be given to any director who, either before or after the meeting, signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings. Notice of a meeting need not be given to any director who attends the meeting and does not protest, before or at the commencement of the meeting, the lack of notice to him or her.

Section 7.18 Adjournment. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given unless the original meeting is adjourned for more than 24 hours. If the original meeting is adjourned for more than 24 hours, notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

Section 7.19 Action Without a Meeting. Any action that the board is required or permitted to take may be taken without a meeting if all members of the board consent in writing to that action. Such action by written consent shall have the same force and effect as any other validly approved action of the board. All such consents shall be filed with the minutes of the proceedings of the board.

Section 7.20 Compensation. A director may receive reasonable compensation for the performance of duties as a director and may be reimbursed for travel or other expense as authorized by the board.

Section 7.21 Contracts with Directors. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors or have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding the director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the board prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

ARTICLE 8

Committees

Section 8.1 Committees of the Board. The board, by resolution adopted by a majority of the directors then in office, provided a quorum is present, may create one or more committees, each consisting of two or more directors and no persons who are not directors, to serve at the pleasure of the board. Appointments to committees of the board shall be by majority vote of the directors then in office. The board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee, to the extent provided in the board resolution, shall have all the authority of the board except that no committee, regardless of board resolution, may:

(a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members, if the corporation had members;

(b) Fill vacancies on the board or on any committee that has the authority of the board;

(c) Fix compensation of the directors for serving on the board or on any committee;

(d) Amend or repeal bylaws or adopt new bylaws;

(e) Amend or repeal any board resolution that by its express terms is not so amendable or repealable;

(f) Create any other committees of the board or appoint the members of committees of the board;

(g) Approve any contract or transaction to which the corporation is a party and one or more of its directors has a material financial interest, except as special approval is provided for in Section 5233(d)(3) of the California Corporations Code.

Section 8.2 Meetings and Actions of Committees. Meetings and actions of committees of the board shall be governed by, held, and taken in accordance with, the provisions of these bylaws concerning meetings and other board actions except that the time for regular meetings of such committees and calling of special meetings of such committees may be determined either by board resolution, or if there is none, by resolution of the committee. Minutes of each meeting of any committee of the board shall be kept and shall be filed with the corporate records. The board may adopt rules for the government of any committee that are consistent with these bylaws or, in the absence of rules adopted by the board, the committee may adopt such rules.

Section 8.3 Other Committees. The president, subject to the approval of the board, shall establish and define the power and duties of other committees as determined necessary from time to time. Such committees shall not be committees of the board as defined in Section 8.1 of these bylaws, and persons serving on such committees shall not be required to be directors. Such committees shall be advisory to the board only and shall have no authority to act on behalf of the corporation unless and except as specifically authorized by the board. Unless otherwise specified in these bylaws, the president shall make all appointments to such committees.

ARTICLE 9

Officers

Section 9.1 Officers. The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the board's discretion, a chairperson of the board, one or more vice presidents, one or more assistant secretaries, and such other officers as may be appointed in accordance with these bylaws. Any number of offices may be held by the same person except that neither the secretary nor the chief financial officer may serve concurrently as the president of the board. The election of officers shall be held at the annual meeting of the directors or at such time as determined by the board.

Section 9.2 Election. The officers of the corporation shall be chosen annually by the board and shall serve at the pleasure of the board, subject to the rights, if any, of any officer under any contract of employment.

Section 9.3 Removal. Without prejudice to any rights of an officer under any contract of employment, an officer may be removed with or without cause by the board.

Section 9.4 Resignation. Any officer may resign at any time by giving written notice to the corporation. The resignation shall take effect as of the date the notice is received or at any later time specified in the notice and, unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 9.5 Vacancies. A vacancy in any office because of death, resignation, removal, or any other cause shall be filled by the president subject to the approval of the board at the next regular or special meeting of the board.

Section 9.6 Chairperson of the Board. If a chairperson of the board of directors is elected, he or she shall preside at board meetings and shall exercise and perform such other powers and duties as the board may assign from time to time. If there is no president, the chairperson of the board also shall be the chief executive officer and shall have the powers and duties of the president of the corporation as set forth in these bylaws.

Section 9.7 President. Subject to such supervisory powers as the board may give to the chairperson of the board, if any, and subject to the control of the board, the president shall be the chief executive officer of the corporation and shall supervise, direct, and control the corporation's activities, affairs, officers, and employees. The president shall preside at all board meetings. The president shall have such other powers and duties as the board or these bylaws may prescribe.

Section 9.8 Vice Presidents. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the board or, if not ranked, a vice president designated by the board shall perform all duties of the president. When so acting, a vice president shall have all powers of and be subject to all restrictions on the president. The vice presidents shall have such other powers and perform such other duties as the board or these bylaws may prescribe.

Section 9.9 Secretary.

(a) The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place of holding, whether the meeting was annual, regular, or special and, if special, how authorized, the notice given, and the names of those present at board and committee meetings. The secretary shall keep or cause to be kept, at the principal office of the corporation, a copy of the articles of incorporation and bylaws, as amended to date.

(b) The secretary shall give, or cause to be given, notice of all meetings of the board, and of committees of the board required by these bylaws to be given. The secretary shall keep the corporate seal in safe custody and shall have such other powers and perform such other duties as the board or the bylaws may prescribe.

Section 9.10 Chief Financial Officer.

(a) The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and

transactions. The chief financial officer shall send or cause to be given to the members and director such financial statements and reports as are required by law, by these bylaws, or by the board to be given. The books of account shall be open to inspection by any director at all reasonable times.

(b) The chief financial officer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the board may designate, shall disburse the corporation's funds as the board may order, shall render to the president, and the board, when requested, an account of all transactions as chief financial officer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as the board or these bylaws may prescribe.

(c) If required by the board, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of the office and for restoration to the corporation of all its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE 10

Indemnification

Section 10.1 Right of Indemnity. To the fullest extent permitted by law, this corporation shall indemnify its director, officers, employees, and other persons described in Section 5238(a) of the California Corporations Code, including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that Section, and including an action by or in the right of the corporation, by reason of the fact that the person is or was a person described in that Section. "Expenses," as used in this bylaw, shall have the same meaning as in Section 5238(a) of the California Corporations Code.

Section 10.2 Approval of Indemnity. On written request to the corporation by any person seeking indemnification under Section 5238(b) or Section 5238(c) of the California Corporations Code, the board shall promptly determine under Section 5238(e) of the California Corporations Code whether the applicable standard of conduct set forth in Section 5238(b) or Section 5238(c) has been met and, if so, the board shall authorize indemnification.

Section 10.3 Advancement of Expenses. To the fullest extent permitted by law and except as otherwise determined by the board in a specific instance, expenses incurred by a person seeking indemnification under these bylaws in defending any proceeding so covered shall be advanced by the corporation before final disposition of the proceeding, on receipt by the corporation of an undertaking by or on behalf of that person that the advance will be repaid unless it is ultimately determined that the person is entitled to be indemnified by the corporation for those expenses.

Section 10.4 Insurance. The corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, director, employees, and other agents, against any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising out of such status.

ARTICLE 11

Records and Reports

Section 11.1 Corporate Records. The corporation shall maintain: (a) Adequate and correct books and records of account; and, (b) Written minutes of the proceedings of its members, board, and committees of the board.

Section 11.2 Inspection by Director. Every director shall have the absolute right at any reasonable time to inspect the corporation's books, records, documents of every kind and physical properties. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents.

Section 11.3 Annual Report. The board shall cause the corporation to produce an annual report pursuant to California Nonprofit Corporations Code §6321. The report shall be furnished annually to the directors. The report shall contain the following information, in appropriate detail, for the fiscal year:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities, including trust funds.
- (c) The revenue of receipts of the corporation, both unrestricted and restricted to particular purposes.
- (d) The expenses or disbursements of the corporation for both general and restricted purposes.
- (e) Any information required by Section 11.4 of these bylaws.

The annual report shall be accompanied by any report on it of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 11.4 Annual Statement of Transactions and Indemnifications. Within one hundred twenty (120) days after close of the corporation's fiscal year, the corporation shall furnish to each director a statement of the amount and circumstances of any transaction or indemnification of the following kind: (a) Any transaction (1) in which the corporation was a party, (2) in which any director or officer had a direct or indirect material financial interest, and (3) which involved over fifty thousand dollars (\$50,000), or was one of a number of transactions with the same person involving in the aggregate, over fifty thousand dollars (\$50,000); or (b) any indemnifications or advances aggregating more than ten thousand dollars (\$10,000) paid during the fiscal year to any officer or director of the corporation unless such indemnification was previously approved by the members pursuant to these bylaws.

ARTICLE 12

Miscellaneous

Section 12.1 Contracts. The board, except as otherwise provided in these bylaws, may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances; and unless so authorized by the board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or in any amount.

Section 12.2 Construction and Definition. Unless the context requires otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular and the term "person" includes both a corporation and a natural person.

Section 12.3 Effect of Headings. All captions and headings contained in these bylaws are for convenience only and shall not be deemed to limit or extend the substantive content thereof.

Section 12.4 Fiscal Year. The fiscal year of the corporation shall be set by the board.

Section 12.5 Interpretation of Charter. In any instance in which the provisions of these bylaws are in conflict with the provisions of the charter, the provisions of the charter shall control, subject to the provisions of the California Nonprofit Public Benefit Corporation Law, all other applicable laws and any additions or amendments thereto.

ARTICLE 13

Amendments

Section 13.1 Amendment by Board. Except as otherwise provided by law and with the exception of Section 7.5, these bylaws may be amended or repealed and new bylaws may be adopted by a majority vote of the board of directors. If Jerry Brown has not relinquished his right to designate directors pursuant to Section 7.5, such section may only be amended or repealed by the board with prior written consent of Jerry Brown.

ARTICLE 14

Dissolution

Section 14.1 In the event of the dissolution of the corporation, the corporation's debts and liabilities shall be paid or provided for, and the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation, organized and operated exclusively for charitable purposes, which nonprofit fund, foundation, or corporation has established its tax-exempt status under the Internal Revenue Code §501(c)(3).


CERTIFICATE OF SECRETARY

The undersigned does hereby certify as follows:

1. That I am the duly elected and acting secretary of OAKLAND SCHOOL FOR THE ARTS, a California Nonprofit Public Benefit Corporation.

2. The foregoing bylaws constitute the bylaws of said corporation as duly adopted by the board of directors December 18, 2001.

IN WITNESS WHEREOF, I have hereunto subscribed my name on this 20th day of December, 2001.


Harold J. Pendergrass, Secretary

ARTICLES OF INCORPORATION
OF
OAKLAND SCHOOL FOR THE ARTS
(A California Non-Profit Public Benefit Corporation)

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

APR 21 2000

BILL JONES, Secretary of State

I.

The name of the Corporation shall be: Oakland School for the Arts.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Oakland School for the Arts (a California public school).

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney
Girard and Vinson
1676 N. California Blvd. Suite 450
Walnut Creek, CA 94596

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

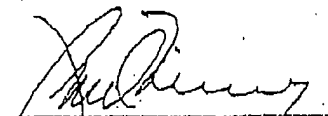
V.

The authorized number and qualifications of members of the corporation, the different classes of membership, if any, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, if any, shall be set forth in the bylaws.

VI.

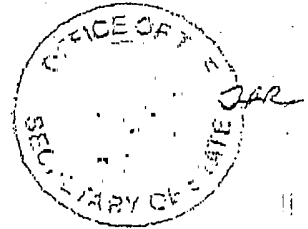
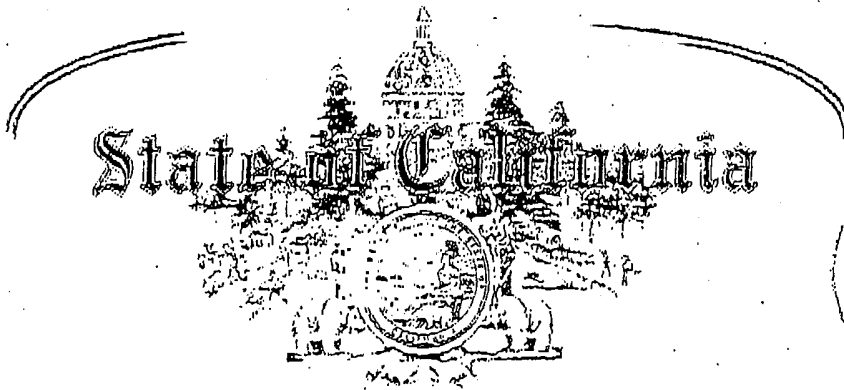
Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 4/19/00



Paul C. Minney, Attorney
CIRARD & VINSON





SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

APR 1 2000



Bill Jones
Secretary of State