



**Board of Directors Meeting  
Oakland School for the Arts  
AGENDA**

**Tuesday, February 27, 2024  
5:00 p.m.**

**Oakland School for the Arts  
Room 302  
530 18<sup>th</sup> Street  
Oakland, CA. 94612**

**Board of Directors:**

Safia Fasah, Chair	Sorell Raino-Tsui
Isaac Abid	Brightstar Ohlson
Amy Omand	Karol Saurez, Student Body President
Phil Green	Zora Williams, Board of Students of Color Representative

**School Staff:**

Mike Oz, Executive Director  
Rodolfo Ornelas, Principal  
Beth Brenner-Josef, Finance Director  
Walter Harris, Director Facilities & Security  
Steven Borg, Advancement & Marketing Director

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**Board Meeting**                      **February 27, 2024 @ 5pm in Room 302**  
**OSA, 530 18<sup>th</sup> Street, Oakland, CA. 94612**

TOPICS

Call to Order and Roll-Call	Safia Fasah
Meeting Norms and Land Acknowledgement	Steven Borg
Public Comment on Non-Agenda Items (not to exceed 5 minutes)	Safia Fasah
Student Body President Report	Karol Suarez
- Public Comment	
- Board Discussion	
Board of Students of Color Report	Zora Williams
- Public Comment	
- Board Discussion	

OSA is fully ADA accessible. Anyone requesting accommodation should contact Steven Borg at [sborg@oakarts.org](mailto:sborg@oakarts.org) at least 72 hours prior to the meeting.

Members of the public may address the Board of Directors on any topic relevant to OSA. In order to hear from as many voices as possible, the Board Chair may institute a reasonable time limit for all speakers prior to the beginning of public comment. OSA reserves the right to limit the number of speakers. All listed times are approximate. Agendas and materials may be viewed at [www.oakarts.org](http://www.oakarts.org) or in Room 302 at 530 18<sup>th</sup> Street, Oakland, CA 94612 during normal school hours.



## Agenda Continued

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COSATS/CTA/NEA Sunshine Proposals (Certificated and Non-Certificated Bargaining Units) <ul style="list-style-type: none"><li>- Public Comment</li><li>- Board Discussion</li></ul>	Crystal Yan
OSA Sunshine Proposals (Certificated and Non-Certificated Bargaining Units) <ul style="list-style-type: none"><li>- Public Comment</li><li>- Board Discussion</li></ul>	Mike Oz
Presentation and Approval of OUSD Local Control and Accountability Plan (LCAP) Report (Action Item) <ul style="list-style-type: none"><li>- Public Comment</li><li>- Board Discussion</li><li>- Board Approval</li></ul>	Rodolfo Ornelas
Presentation and Approval of 2023-24 Interim Report (Action Item) <ul style="list-style-type: none"><li>- Public Comment</li><li>- Board Discussion</li><li>- Board Approval</li></ul>	Beth Brenner- Josef
Presentation of Selection of Auditor (Action Item)	Beth Brenner- Josef
Presentation and Approval of the Annual Safety Plan (Action Item) <ul style="list-style-type: none"><li>- Public Comment</li><li>- Board Discussion</li><li>- Board Approval</li></ul>	Walter Harris
Update on Metamorphosis and Fundraising <ul style="list-style-type: none"><li>- Public Comment</li><li>- Board Discussion</li></ul>	Mike Oz Isaac Abid
Adjourn	Safia Fasah

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## Meeting Norms

- The Board recognizes the importance of all stakeholder voices at OSA. Collaboration and community are essential to the viability of our school.
- The purpose of this meeting is for our Board of Directors to meet with each other and conduct school business, as well as to receive input from the school staff and the community via public comment.
- Public comment may be made on topics that relate to the school. After hearing a report, members of the public have the opportunity to offer comments in a designated time prior to the Board discussion of that agenda item. Outside of public comment, members of the public are also welcome to observe the Board meeting.
- To protect student and employee privacy, please refrain from using the name or any information that could imply the identity of any student or employee.
- The Board Chair may institute a reasonable time limit for all speakers prior to the beginning of public comment. To be sure of hearing from a variety of people, minutes may not be transferred to other speakers.
- The Board cannot respond to public comment on non-agenda items. This does not mean that the Board is not listening.
- We strive to be a learning community that learns from each other. We are also a community comprised of people who care very deeply about the school. We recognize that all voices are not treated equally in our society but aim to value and respect all voices equally in this forum. We may have different idea of how to achieve goals, and we may feel passionately about our points of view. This needs to be a safe space for a variety of opinions. Finally, we address each other in a respectful manner to foster collaboration, build community, and to model good citizenship for our students.

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## Land Acknowledgement

OSA is situated on Huichin, the unceded territories of the Chochenyo-speaking Lisjan Ohlone peoples, who have lived upon this land since the beginning of time. Indigenous peoples – in California, the Americas, and around the world – are still here.

OSA recognizes the historic genocide and ethnic cleansing inflicted upon Indigenous peoples in California and the Americas, including their forced removal from ancestral lands, and the deliberate and systematic destruction of their communities and culture. These conditions are ongoing and Indigenous people have been fighting against cultural erasure and for their sovereignty since the beginning of colonization.

To this end, we as a community strive to honor the Indigenous members of our community, uplift their voices and contributions to arts and culture, center Indigenous peoples' worldviews in our classrooms, and support Indigenous sovereignty everywhere.

This land acknowledgement is a small act in supporting indigenous communities and centering the Justice, Equity, Diversity, and inclusion work within the Oakland School for the Arts. Solidarity with indigenous nations can include:

1. Donating time and money to Indigenous-led Organizations;
2. Amplifying the voices of Indigenous people leading grassroots change movements; and
3. Returning land.

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**Coalition of Oakland School for the Arts Teachers and Staff  
(COSATS)**

Initial Bargaining Proposal for Sunshine

February 27, 2024

The Coalition of Oakland School for the Arts Teachers and Staff hereby submits the following initial proposal for a successor collective bargaining agreement with Oakland School for the Arts. All agreements reached on individual items shall be tentative, subject to a final tentative agreement on the contract. Absent a final agreement modifying the contract, the existing contract language shall remain in full effect. The Coalition of Oakland School for the Arts Teachers and Staff reserves the right to create, add to, delete from, amend, and modify its proposals and/or open articles of the contract during the negotiations process. Unless otherwise indicated, proposals are in a conceptual format.

Article 8: Onboarding

Article 9: Hours, Duties & Work Year

Article 10: Class Size & Workload

Article 13: Compensation

Article 15: Professional Development

Article 19: Complaints

Article 20: Discipline & Discharge

Article 23: Safety

## OAKLAND SCHOOL FOR THE ARTS

### OPENING COLLECTIVE BARGAINING PROPOSALS FOR “SUNSHINING” PURPOSES (GOVERNMENT CODE SECTION 3547)

Oakland School for the Arts (“OSA”) and the Coalition of OSA Teachers and Staff, CTA/NEA (“COSATS”) are currently parties to Collective Bargaining Agreements (“CBAs”) for two bargaining units of employees, the “Certificated Unit”<sup>1</sup> and the “Non-Certificated Unit.”<sup>2</sup> In both cases, the current CBA expires on July 31, 2024. In negotiating successor CBAs for both units, OSA will be guided by principles of collaboration, compassion, community, and transparency. All efforts will be made in service of OSA’s mission to be a diverse and inclusive public 6-12 charter school that blends immersive, robust arts with comprehensive academics, providing integrated opportunities for collaboration, expression, and personal growth.

These “sunshine” proposals are submitted to provide COSATS and the public with notice of our opening proposals and an opportunity to comment on those proposals at a subsequent meeting of the Board of Directors. They are preliminary in nature and will be subject to modification, addition, and deletion as is appropriate throughout the negotiations process.

#### **Opening Proposals Applicable to Both Units:**

##### **1. Overview**

Through collegial negotiations with COSATS, OSA aspires to achieve mutual agreement on successor CBAs that affirm both OSA’s commitment to fair and equitable wages, hours and working conditions and its core values of artistic and academic excellence, while simultaneously assuring OSA’s ability to continue to operate efficiently and nimbly and maintaining our ability to manage school operations in a manner that consistent with OSA’s commitment to fairness and transparency in service of student achievement.

##### **2. Compensation (Certificated Unit Article 13; Non-Certificated Unit Article 10)**

OSA maintains its commitment to compensating employees at rates that are competitive to attract and retain high quality staff and consistent with maintaining OSA’s long-term fiscal health.

##### **3. Sick Leave Accrual (Certificated Unit Article 18.1; Non-Certificated Unit Article 15.1)**

OSA will propose modifying current CBA language to clarify how sick leave accruals are prorated for non-full time employees, ensure consistency with California’s Health Workplace Healthy Family Act, and generally ensure OSA continues to offer fair and equitable sick leave benefits consistent with maintaining OSA’s long-term fiscal health.

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<sup>1</sup> The Certificated Unit includes all certificated employees, teachers, and counselors excluding day-to-day substitutes and all supervisory, managerial, and confidential employees.

<sup>2</sup> The Non-Certificated Unit includes all employees not included in the Certificated Unit excluding day-to-day substitutes, guest instructors (including but not limited to music accompanists), members of OSA’s Advancement Team, and all supervisory, managerial, and confidential employees.

#### **4. No Strike/No Lockout (New Articles)**

OSA will propose adding new Articles affirming that during the term of the successor CBAs the Union will not engage in any strike or sympathy strike, and OSA shall not lock out employees.

#### **5. Miscellaneous Clean-Up Proposals**

OSA will propose other changes throughout the CBA as deemed to be necessary to clarify ambiguous language, remove redundancy, correct typographical errors, delete superseded stale provisions, and ensure continued compliance with all applicable state and federal statutes.

### **Opening Proposals Applicable to the Certificated Unit Only**

#### **1. Recognition (Article 1)**

OSA will propose adding new language that clarifies, codifies and appropriately updates existing policies and practices in regards to adjunct faculty and related positions.

#### **2. Work Day/Work Week and Professional Obligations (Articles 9.3 & 9.5)**

OSA will propose modifying Article 9.3 to clarify expectations regarding on-campus work hours, and modifying both Article 9.3 and 9.5 to recognize that unit members may need to work and/or participate in meetings outside of normal on-campus work hours in connection with Individualized Education Programs (“IEPs”).

#### **3. Class Size/Arts Subpathways (Article 10.2.4)**

OSA will propose amendments that acknowledge Audio Production and Engineering as its own subpathway.

#### **4. Coverage and Substitute Pay (Articles 9.6.3 and 24.8.2)**

OSA will propose amending current CBA provisions to provide fair and equitable flat-rate stipends for coverage and work as an in-house substitute, in lieu of the present hourly pay.

#### **5. Stipends (Article 13.4)**

OSA will propose paying flat-rate stipends for extra duties in lieu of the present hourly pay.

#### **6. Changes for Consistency With Parallel Non-Certificated Unit CBA Provisions**

The initial CBA for the Non-Certificated Unit was negotiated after the initial CBA for the Certificated Unit was already ratified and approved. OSA will propose amending the following Articles for consistency with parallel language later agreed to in the Non-Certificated Unit CBA:

- Continued Contracting Out (New subsection in Article 1)
- Union Leave (Article 2.5)
- Staff Meetings (Article 2.10)
- Organizational Security (Article 5.1.2)
- Evaluations (Article 16.5)
- Use of Sick Leave (Article 18.1.2)
- Unpaid Leaves of Absence (Article 18.3)
- Compensation/Later Discovered Errors (New subsection, Article 13)
- Waiver Process (Articles 25.3.2-25.3.3)





**Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)**

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland School for the Arts	Mike Oz Executive Director	moz@oakarts.org 510-873-8800

**Goal 1**

Goal Description
<b>The staff and administration will develop a plan, based on data, to ensure rigorous curriculum and quality instruction that challenges all students. Provide a high-quality program to improve the educational outcomes by ensuring conditions (teachers and instructional materials) are met in order to serve the developmental, academic, social and emotional needs of our students.</b>

**Expected Annual Measurable Objective**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Students will have equitable access to curriculum with appropriate supports and interventions so they have the opportunity to succeed. Student Support Team (SpEd, Academic and Wellness Counseling, Leadership) will regularly monitor progress and identify needs.	Currently intervention courses are limited.	COST team monitored student progress weekly for all students. Referrals for health and wellness and academic intervention led to individual support plans.	Student support team expanded academic support for students not on track to graduate through twice weekly academic support classes.	85 (48 for S1, 37 for S2) students were identified to be placed in an academic support period during the afternoon based on progress in Q2 and S1. Students attend their support session once a week to work in a small group (8-12). During that time, they have space to work, access to some teachers, and have a check in with their academic counselor. 16 additional students were identified prior to the start of the term to take an academic success class. The course is designed to support skill building, executive functioning, and strong student study habits. Administration saw a need based on student data in the fall/winter of 2023 for an intervention period for Algebra II. It was put in place for semester II to support students in passing the course.	Intervention courses available to all students identified as not on track to graduate

<p>OSA will provide teachers with professional development specific to their subject area.</p>	<p>Many teachers currently do not have access to subject-specific professional development.</p>	<p>Increased CTE and curriculum development PD was offered to all arts teachers. 60% of PD time was dedicated to teaching and curriculum design.</p>	<p>OSA launched AVID school wide program to improve skill building across academics and arts. Departments identified key standards and skills needed at each grade level.</p>	<p>Through professional development faculty are learning the Culturally Responsive Teaching Framework. They are engaging in reading, discussion, and activities to engage with the text, Culturally Responsive Teaching and the Brain by Zaretta Hammond. The entire OSA staff and faculty are engaging in anti-racism work through professional development. In 2023-24 this work was accelerated and we provided a clear framework and timeline to reach our goals of common learning objectives, instructional strategies and academic language on which every teacher in grades 6-12 will align. Departments meet for 3 hours per month to complete this work and will be presenting their final plans in interdisciplinary groups this spring and begin complete integration of key strategies and vocabulary in the fall of 2024. We expect vertical alignment to increase instructional rigor and consistency within each department.</p>	<p>All teachers receive content area-specific professional development.</p>
<p>A credit recovery system will be put into place to ensure high school students are on track to graduate in their math courses and are A-G eligible.</p>	<p>Currently 75% of our students are A-G eligible.</p>	<p>A-G Eligible 85%</p>	<p>A-G Eligible 73% The master schedule was intentionally revised to allow access to students to retake courses to enable them to be A-G eligible, with an emphasis on 9th 10th grade math.</p>	<p>2 sections of biology were placed in the master schedule this year to support credit recovery. 45 students were placed in S1 and 43 in S2 to recover their credits and/or A-G eligibility.</p> <p>1 section of Algebra I was placed in the master schedule this year to support credit recovery. 23 students were placed in the course to recover their credits and/or A-G eligibility.</p> <p>Over the summer, academic counseling held meetings with rising 12th grade students and families to discuss scheduling, credit recovery, and A-G eligibility. As a result, several students opted to recover</p>	<p>95% of graduates will be A-G eligible</p>

				<p>their A-G and families were fully aware of graduation needs and plans prior to the start of the school year.</p> <p>Students with other credit recovery needs were rescheduled into graduation/A-G requirements prior to the start of the school year so they could earn lost credits and regain A-G eligibility.</p> <p>At the mid year mark, 6% of seniors on the cusp of being eligible have been strategically scheduled to regain their A-G</p> <p>After the end of S1, 4% of seniors who were not A-G eligible regained their A-G</p>
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**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p><b>Intervention Courses</b> Students will have equitable access to curriculum with appropriate support and interventions so they have the opportunity to succeed. Student Support Team (SpEd,</p>	Yes	Partial Implementation	Addition of a Director of Students Services who manages a COS team and process to identify students in need of intervention early on to ensure we can intervene and prevent students from failing.	<p>📄 Requesting...</p> <p>Requesting Support for Your Student</p>	\$50,000.00	\$50,000

	Academic and Wellness Counseling, Leadership) will regularly monitor progress and identify needs.						
1.2	<p><b>Professional Development</b> All teachers receive content area-specific professional development focusing on equity, diversity and inclusion.</p>	Yes	<p><b>Partial Implementation</b></p>	<p>Through professional development faculty are learning the Culturally Responsive Teaching Framework. They are engaging in reading, discussion, and activities to engage with the text, Culturally Responsive Teaching and the Brain by Zaretta Hammond. The entire OSA staff and faculty are engaging in anti-racism work through professional development as well.</p> <p>In 2023-24 this work was accelerated and we provided a clear framework and timeline to reach our goals of common learning objectives, instructional strategies and academic language</p>	<p>Purchase of 100 copies of “Culturally Responsive Teaching &amp; The Brain - Zaretta Hammond <a href="#">Department Alignment Learning Objectives</a></p>	\$14,200.00	\$3,200

				<p>on which every teacher in grades 6-12 will align. Departments meet for 3 hours per month to complete this work and will be presenting their final plans in interdisciplinary groups this spring and begin complete integration of key strategies and vocabulary in the fall of 2024. We expect vertical alignment to increase instructional rigor and consistency within each department.</p>			
1.3	<p><b>Credit Recovery System</b> A credit recovery system will be put into place to ensure high school students are on track to graduate in their math courses and are A-G eligible.</p>	Yes	Partial Implementation	<p>85 (48 for S1, 37 for S2) students were identified to be placed in an academic support period during the afternoon based on progress in Q2 and S1. Students attend their support session once a week to work in a small group (8-12). During that time, they have space to work, access to some teachers, and have a check in with their academic counselor.</p>	<p>cyber high USA Test Prep-HS Online Subs</p> <p><a href="#">Student Credit Tracker</a></p> <p><a href="#">Student Credit Tracker Snapshot</a></p> <p><a href="#">Academic Support Attendance/Activity Tracker</a></p>	\$9,000.00	\$4,670

				<p>16 additional students were identified prior to the start of the term to take an academic success class. The course is designed to support skill building, executive functioning, and strong student study habits.</p> <p>Administration saw a need based on student data in the fall/winter of 2023 for an intervention period for Algebra II. It was put in place for semester II to support students in passing the course.</p>			
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## Goal 2

### Goal Description

The school will continue to integrate the CTE pathway model program with their existing academic and arts programs to prepare students for college and career readiness. As a Creative Career Pathway school the goal is to develop all arts programming to reflect industry informed career and college readiness and ensure fair and equitable sub-pathway admissions.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Pathway development will increase possibilities for organizations among their high school students.	Though 100% of student had access to internships, 5% participated.	Less than 1% of seniors were interns, close to 1% (.06) of juniors were interns.	1% of all high school students completed internships. This year access to internship opportunities and we revised our desired outcome to include all HS students.	<b>Internship Program:</b> 8-month-long elective, in place, connecting both academic and arts courses in a student's pathway.	25% of high school students will have successfully completed internships.
Creation of Arts Advisory Board to ensure industry relevance in all art forms.	In development, nothing in place	Board was established and includes local partners and industry experts. Meetings were held.	Our art advisory board members did a deep dive into all curriculum, and designed a rubric to measure student development for both pathways. We increased our partnerships with local businesses, which expanded student opportunities for internships, masterclasses, and mentors. These opportunities helped students make informed college and career decisions. Using backward mapping our Business of the arts class students map out a career plan then research colleges based on the career plan.	We have added two new arts advisory board members; One of whom is a professional theater producer/playwright. Last school year he dedicated time and talent teaching our theater students a series of masterclasses in directing, character and improv.	We will have a board with representation of all our specialized art forms meeting twice annually to  Arts Advisory Board members have committed to engage industry partners to help build our mentorship program, and assist in our pathway goals of creating : college connections for arts courses and outside performance opportunities for our students.

<p>OSA will expand its summer programs in the arts for which interest is expressed. This will also help in recruitment.</p>	<p>Currently we do not have a summer program.</p>	<p>Summer Arts programs will be offered 21-22. Small pilot program June 2022.</p>	<p>Our pilot Summer Arts program was a success with 5 sub-pathways offering classes, representing 55%. The program will be expanded in 2022-23.</p>	<p>OSA Summer Academy expanded in 2023, will continue to grow in 2024 with enrollment of 100+ per session</p>	<p>80% of our sub-pathways will have a summer program.</p>
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## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Summer Program</b> OSA will expand its summer programs in the arts for which interest is expressed. This will also help in recruitment.	Yes	Partial Implementation	OSA Summer Academy expanded in 2023, will continue to grow in 2024 with enrollment of 100+ per session	<a href="#">OSA Summer Program, Art Academies, Summer programs for Bay Area youth</a>	\$30,000.00	\$15,000
2.2	<b>Arts Advisory Board</b> By 2023-24, we will have a board with representation of all our specialized art forms meeting twice annually to assess industry relevance of our programming.	No	Fully Implemented	The OSA Art Advisory Board was created in 2022. Our Art Advisory Board includes nine pathway specific industry professionals. Our Board meets every quarter, the members serve a three year term.	<a href="#">Art Advisory Board By-laws</a> <a href="#">Art Advisory Board Members</a> <a href="#">Art Advisory Board Meeting Agenda (1)</a> <a href="#">Art Advisory Board Meeting Agenda (2)</a>	\$5,000.00	\$5,000

### Goal 3

#### Goal Description

OSA will provide additional resource allocation towards social-emotional supports for students and families to address the health and wellness of students.

#### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Incorporate Challenge Day into more grade levels (beyond 7th and 10th)	Currently only in two grade levels (7 & 10)	Challenge Day was postponed due to space and Covid 19.	OSA moved away from Challenge Day, focusing on ongoing social-emotional supports built into OSA school culture and developing the OSA Way and school assemblies to unify all students.	Since moving away from Challenge Day, increased focus has been in development of OSA Way. Monthly assemblies, redesigned role of Dean to focus on Culture and Community, PBIS and student led events.	Challenge Day will be offered in four grade levels.
Recognize and deliver the plan for support of mental health as we return to in-school learning in the Fall through Advisory Class	No baseline due to COVID	Increase in mental health services and tele-health counseling. Advisory sessions focused on community space, wellness and social emotional learning. One additional full time mental health counselor was added to the team. The Student Support team worked to reduce chronic absenteeism. Middle school attendance averaged 94% high school 91%	Mental health continues to impact student wellness, attendance and academic success. Increased on campus resources for students and the development of the OSA wellness center has increased access to services for all. Our SART team worked with families to address barriers for students to attend school daily.	Launch of the OSA Wellness Center accessible for all students with mental/physical health concerns  Implemented revised Coordination of Services Process to ensure equitable access to student support at OSA	School attendance of 96% or higher. Reduced access gap with evidence in GPA analysis by demographic.

<p>Establishment of a Buddy System between high school and middle school students in the same emphasis to help establish a bond and to foster supportive relationships</p>	<p>Not currently in effect</p>	<p>Middle and high school students build community across affinity groups and clubs. A formalized arts based mentorship program has not yet been established.</p>	<p>Affinity groups and clubs expanded this year and included off site active and family outreach. Peer mentors were assigned to students through the Student Support Team to support students who would benefit from coaching or learn from older students with shared experiences.</p>	<p>We will be shifting this to an arts mentor focus. High school students who have excelled in their sub pathway will support Middle school students in their artistic development.</p>	<p>All students are engaged in a Buddy System.</p>
<p>Expanded mental health supports, restorative justice consultants and facilitators, disability rights professional development</p>		<p>Classified Staff Salaries: includes SPED, Health &amp; Wellness: \$1,423,851  Certificated Staff Salaries: includes Teachers, some Admin: \$7,956,334.75  Educational Consultants: Annette Oropeza, Spearitwurx, Kendall Roberts, India Harwood: \$100,000</p>	<p>Staff Salaries to facilitate the coordination of outside services that included: Beats, Rhymes and Life which provided small therapeutic groups using hip hop to support mental health; SF Suicide Prevention (Felton Group) which provided educational series and resources, and local consultants on fentanyl addiction and harm reduction. Training for teachers and peer educators to teach a comprehensive sexual health curriculum that includes healthy relations and mental health and wellness.</p>	<p>OSA increased academic support and counseling services by expanding its Student Support Team, a dedicated group of professionals that monitors students' social-emotional, academic, and mental health needs. This team offers support classes, interventions, and progress monitoring for many of our students, while identifying additional resources they need to thrive at OSA. The Student Support Team follows a three-tiered support system: Universal, Targeted, and Intensive Support. Alongside our staff, OSA works with community partners that offer training and support on resiliency and healing, trauma-informed practices, and restorative justice.</p>	<p>Teachers and staff are trained and supported in providing socio-emotional support, particularly to students with disabilities and mental health concerns.</p>

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Challenge Day/ OSA Culture &amp; Community</b> Challenge Day will be offered in four grade levels.	No	No Implementation	Moved away from Challenge Day to focus on Advisory. 23-24 change to middle school grade level focused cohorts to focus on relevant matters and build community.		\$14,000.00	\$0
3.2	<b>Advisory</b> Recognize and deliver the plan for support of mental health as we return to in-school learning in the Fall through Advisory Class	Yes	Fully Implemented	Integration of social emotional content in MS Advisory. Introducing joyful celebrations as a regular part of Advisory.	<ul style="list-style-type: none"> <li> Norms and E...</li> <li> Advisory Ou...</li> </ul>	\$10,000.00	\$10,000
3.3	<b>Buddy System</b> Establishment of a Buddy System between high school and middle school students in the same emphasis to help establish a bond and to foster supportive relationships	No	No Implementation	We will be shifting this to an arts mentor focus. High school students who have excelled in their sub pathway will support Middle school students in their artistic development.		\$5,000.00	\$0
3.4	<b>Expanded Mental Health Supports</b> Increased expenditures on disability justice and disability rights. Increased expenditures on socio-emotional health of students and ability of staff to support.	Yes	Fully Implemented	Launch of the OSA Wellness Center accessible for all students with mental/physical health concerns Implemented revised Coordination of Services Process to ensure equitable access to student support at OSA	<a href="#">Oakland School for the Arts - Student Support Services</a> <ul style="list-style-type: none"> <li> Requestin...</li> </ul>	\$120,000.00	\$110,607

## Goal 4

### Goal Description

The faculty, staff, and administration will embed culturally responsive practices within the organization, thereby promoting equity, inclusivity, and strengthening a sense of identity throughout the school.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Implement the equity rubric developed with Edutainment for Equity	Currently have a draft of the rubric	Equity Task Force was created and engaged in year long work to adapt rubrics to systems and practices at OSA to implemented in 22-23. Draft completed May 2022.	The Equity Task Force developed and finalized nine rubrics around schoolwide systems at OSA. These include academic support, artistic program, classroom & school culture, curriculum & instruction, enrollment & retention, family & community engagement, mental health support, operations, and staff recruitment & hiring. A plan for implementation will be approved alongside the approval of the rubrics.	The nine Equity Rubrics are created with student, staff, and family input. Equity Rubrics are undergoing a final edit from the JEDI Coordinator in collaboration with the Executive Director. This round of development is to ensure cohesion between the rubrics. There is another element of metrics the rubrics will be vetted against to ensure measurable outcomes.	Rubric utilized to assess all aspects of the school.
Support affinity groups in ensuring representation of marginalized student populations	Design a survey to ensure representation and inclusivity.	Justice Equity Diversity and Inclusion coordinator added to leadership team and supported all affinity	69% of students agreed/strongly agreed that affinity groups school experience. 8.35% of students disagreed/strongly disagreed that affinity groups positively impacted their school experience. 22.39% of students felt the question did not apply to their experience.  In addition to previous	The second annual OSA Affinity Fair was held in the first semester of the 23-24 school year. Two new affinity groups were debuted, Jewish Student Union and The Caribbean Student Alliance. During this fair students experienced different cultural food and games while learning about the different affinity spaces on campus. Affinity group students have been in collaboration. Latinos	Annual survey for members of affinity groups to measure inclusivity and of members of that group at OSA, with 90% of surveyed students responding positively.

			<p>affinity groups, the Disability Awareness group was formed. Overall consistent attendance for affinity groups grew. Future goal is to have greater representation from middle school. Affinity groups organized school wide events like the Affinity Fair and BSOC Camping trip. Affinity groups also organized collaborative events.</p>	<p>Unidos and Asian Pacific Islander Student Union held a joint soccer game in the first semester. The affinity groups also host the monthly school-wide assemblies this 23-24 School Year.</p>
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<p>Provide JEDI focused professional development for all employees</p>	<p>We have done foundational training in the 2020-21 school year.</p>	<p>Professional Development this year, included, but are not limited to: Implicit Bias in the classroom, oppression and white supremacy in the classroom, community building, diversity and representation in course curriculum. JEDI focused PD took place 2-3 times per academic quarter.</p>	<p>Professional development included history of OSA from a historical and sociological lens, identity and affinity, power and privilege, allyship, belonging through student culture survey data dive, and response to slurs and hate speech.</p>	<p>Our faculty and staff have participated in four professional developments around the topics of cultural responsiveness, anti-racism, and OSA culture. Through professional development faculty are learning the Culturally Responsive Teaching Framework. They are engaging in reading, discussion, and activities to engage with the text, Culturally Responsive Teaching and the Brain by Zaretta Hammond. The entire OSA staff and faculty are engaging in anti-racism work through professional development as well.</p>	<p>The PD calendar demonstrates the JEDI focus on all PD. Faculty survey demonstrates effectiveness of JEDI PD for employees. Student survey demonstrates JEDI practices resulting from training happening in the classrooms.</p>
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## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>Equity Rubric &amp; Tracking</b> Complete draft and implement the Equity Rubric.	No	Partial Implementation <i>Halfway to a completed draft and implementation.</i>	Editing in progress.	<a href="#">Under Review - Equity Rubric Edits</a>	\$25,000.00	\$13,894+
4.2	<b>Affinity Groups</b> Support affinity groups in ensuring representation of marginalized student populations	Yes	Fully Implemented Completed implementation. Affinity groups are operating	Pending-data captured in the Culture Survey that has not been administered yet.	Affinity Fair Sign Up <a href="#">BSOC Camping Trip Interest Form</a>	\$10,000.00	\$5,557
4.3	<b>Professional Development</b> Provide JEDI focused professional development for all employees	No	Fully Implemented Completed implementation. Professional Developments on cultural responsiveness and Anti-racism are being delivered.	Four Professional Developments administered since the beginning of the school year. <u>DATES</u> 11.1.24 12.13.24 1.24.24 1.32.24	<a href="#">CRT PD Slides</a> <a href="#">Anti-Racism PD Slides</a>	\$15,000.00	\$8,336

## Goal 5

### Goal Description

The administration and staff will develop and utilize a school wide systematic assessment plan to collect, analyze, and interpret the data needed to make decisions about curriculum, teaching practices, professional development, and program effectiveness.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Integrate Tier 1 and Tier 2 interventions into curriculum and teaching practices and systemic support to identify most effective intervention.	No baseline due to COVID - anomalous reporting 2020-21	School wide tier one interventions implemented in response to student learning needs. Grade level teams collaborated to provide student support and instructional practices.	Teacher training for Tier 1 interventions in the classroom, ongoing training on MTSS, grade level discussions about and documentation of strategies for successful student interventions. Teachers made 92 COST referrals, which is a reduction from the previous year. Middle school academic teachers made significant progress in implementing Tier I interventions with academics and behavior.	OSA has begun a partnership with the New Teacher Project to improve teacher coaching and development. Rubrics have been designed and will be rolled out to faculty to ground professional development aligned to a high bar of achievement.	Teacher training and support to provide Tier 1 interventions in their classrooms will result in 15% fewer COST referrals and escalation.
Use student achievement data to inform curricular offerings regarding remediation	No baseline due to COVID - anomalous reporting 2020-21	Quarterly data identified needs for credit recovery and intervention courses that were part of the academic day. Students moved in and out of courses at the semester.	Continued to adapt the master schedule and course offerings to ensure access to remediation. Most students graduated A-G eligible which is a demonstration of the effectiveness of remediation.	Our Coordination of Services Team (COST) holds weekly meetings to review referrals for support made by teachers. The team has been led by the Principal or Director of Students Services and includes Academic Counseling and the Mental Health Coordinator. For each referral, the COST analysis attendance, grades, accommodations, discipline and mental health records	Using benchmark test/gpa data, a remediation plan will be created for students who do not meet expected levels. 75% of identified students will take part in the remediation plan



				<p>are used to identify the appropriate intervention. Then a member of the team initiates the intervention and checks with the student every 2 weeks to identify progress the student has made.</p> <p>This data is then used when building the master schedule.</p>	
<p>Expand content area assessments and progress indicators for all core subjects in each grade level.</p>	<p>MDTP and SRI are being administered for all students.</p>	<p>Math - MDTP administered in the fall and spring.  Science - Tracking student growth on the Next Generation Science Standards. Students were tested on ALL of the Next Generation Science Standards for their course mid-year.  Social Science - Assessment still in development. Standard based tools are not available so the SS department is creating subject specific assessments that are content relevant.  World Language - Developed an assessment to track language acquisition growth from Spanish 1-3 last year.  Students respond to a writing prompt and are identified as “emergent”, “proficient”, or “advanced”  Administered three times a</p>	<p>Benchmark and summative assessments were implemented in all academic content areas.  ELA: SRI  Math: MDTP  Science: Progress Learning (online NCSS-aligned platform)  Social Science: DBQ</p> <p>World language: Department created assessments for vocabulary and grammar development</p>	<p>In order to assess the quality and effectiveness of our curriculum and instruction, we initiated benchmark testing in all grades in 2020-21. Teachers administered the benchmark tests in Sept/Oct and again in the spring. English used an SRI assessment, Math used MDTP, Science developed a benchmark assessment based on NGSS and Social Studies and World Languages made progress on developing but did not administer a benchmark assessment. In 21-22 all departments had benchmark assessments in place with Social Studies using DBQs and World Languages developing a benchmark aligned with state standards. The Science department was able to utilize an NGSS-aligned assessment that includes</p>	<p>SRI, all school write, MDTP, SBAC, and other established metrics specific to each content area will demonstrate ongoing growth for individual students and each grade level. Each 6th grade class will establish a baseline and 6 year growth targets will be implemented.</p>

		<p>year.</p> <p>ELA - SRI administered in the fall, winter and spring. Mid-year data will be shared tonight. ELA department is looking into other tools to expand scope of progress monitoring</p>		<p>robust reporting capabilities—the USA TestPrep platform. Teachers met in departments to review the data and identify gaps in instruction and also used it to inform curriculum. In 2022-23 the same assessments are in place and we will again provide time and guidance for teachers in the coming months to review the outcomes and adjust curriculum and instruction as needed to support student learning.</p>
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Increase Special Ed case managers to better support our students with IEPs	Three SPED case managers	Unable to staff 3 full case managers, but increased paraeducators and part time case managers.	We staffed 3 full-time case managers and increased paraeducators by 1.	We now have a total of 5 case managers to support all of our students with IEPs. By hiring an additional case manager, we were able to ensure the number of students on each case load was manageable per case manager, ensuring all of our students receive adequate support.	Four case managers
PD specific to developing an inclusion model for special education	Not in School Wide PD-instrucional	Year long PD focused on the principles of disability justice and inclusion in the classroom.	Three PD sessions on inclusion for special education were offered this year.	Grade Level and Dept collaboration with SPED department and case managers	All employees trained and successful in the full inclusion model.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<b>Interventions</b> Integrate <b>Tier 1 and Tier 2</b> interventions into curriculum and teaching practices and systemic support to identify most effective intervention	Yes	Partial Implementation	OSA has begun a partnership with the New Teacher Project to improve teacher coaching and development. Rubrics have been designed and will be rolled out to faculty to ground professional development aligned to a high bar of achievement.	<a href="#">OSA Core Rubrics</a>	\$10,000.00	\$5,000
5.2	<b>Remediation Plan</b> Use student achievement data to inform curricular offerings regarding remediation	No	Partial Implementation	In 23-24 we continued to assign high school students who did not meet A-G standards to an academic support period that included instruction and access to credit recovery. We also mandated attendance at twice weekly academic support tutoring for all students who were not currently passing their courses to receive additional instructional support. Students would remain in that cohort until they regained a grade of C- or higher.	<a href="#">Student Credit Tracker</a>	\$26,000.00	\$26,000.00
5.3	<b>Assessments</b> Expand content area assessments and progress indicators for all core subjects in each grade level.	Yes	Fully Implemented	In order to assess the quality and effectiveness of our curriculum and instruction, we initiated benchmark testing in all grades in 2020-21. Teachers administered the benchmark tests in Sept/Oct and again in the spring. English used an SRI assessment, Math used MDTP, Science developed a benchmark assessment based on NGSS and Social Studies and World Languages made progress on developing but did not administer a benchmark assessment. In 21-22 all departments had benchmark assessments in place with Social Studies using DBQs and World Languages	MDT - Math assessment -  Science Assessment-Progress Learning	\$11,000.00	\$11,000

				developing a benchmark aligned with state standards. The Science department was able to utilize an NGSS-aligned assessment that includes robust reporting capabilities—the USA TestPrep platform. Teachers met in departments to review the data and identify gaps in instruction and also used it to inform curriculum. In 2023-24 the same assessments are in place and we will again provide time and guidance for teachers in the coming months to review the outcomes and adjust curriculum and instruction as needed to support student learning.			
5.4	<b>SPED Case Manager</b> Hire an additional Special Ed case manager to better support our students with IEPs.	Yes	<b>Fully Implemented</b>	We now have a total of 5 case managers to support all of our students with IEPs. By hiring an additional case manager, we were able to ensure the number of students on each case load was manageable per case manager, ensuring all of our students receive adequate support.	In total, we have 101 students with IEPs. The ratio of students to case managers is roughly 1:20. This allows our case managers to	\$110,000.00	\$55,000
5.5	<b>Full Inclusion Professional Development</b> PD specific to developing an inclusion model for special education.	Yes	<b>Fully Implemented</b>	At the beginning of the school year, we held a PD session with the entire staff discussing the inclusion model and how to best support our students. Throughout the year, the SPED inclusion model has also been incorporated in the student services PD.		\$12,000.00	\$0

# Oakland School for the Arts

	CATEGORY	FY2223 Unaudited ACTUALS	FY 2324 YEAR INITIAL	CURRENT YEAR 1st Interim	CURRENT YEAR 2nd Interim	FY 24-25	FY 25-26	
REVENUE	TOTAL ENROLLMENT	756	786	781	781	800	800	
	AVERAGE DAILY ATTENDANCE	717.4	738.8	738.0	738.0	752	752	
	State LCFF Revenue	8,049,237	8,858,698	8,854,056	8,854,056	\$ 9,158,736	\$ 9,371,556	
	Federal Revenue	458,728	221,704	267,875	307,605	\$ 242,675	\$ 242,675	
	Other State Revenue	1,319,721	2,114,058	2,217,749	2,237,035	\$ 2,240,031	\$ 2,241,058	
	Local Revenue	2,492,924	2,584,631	2,092,131	2,094,473	\$ 2,392,131	\$ 2,692,131	
	<b>TOTAL REVENUE</b>	<b>12,320,610</b>	<b>13,779,091</b>	<b>13,431,810</b>	<b>13,493,168</b>	<b>\$ 14,033,573</b>	<b>\$ 14,547,419</b>	
	EXPENSES	Certificated Salaries	5,706,406	5,779,926	5,939,022	5,939,558	\$ 5,979,031	\$ 6,066,460
		Classified Salaries	1,425,128	1,947,595	1,877,960	1,815,865	\$ 1,881,236	\$ 2,011,736
		Benefits	2,134,102	2,285,032	2,204,324	2,191,582	\$ 2,254,827	\$ 2,295,501
<b>TOTAL PERSONNEL EXPENSES</b>		<b>9,265,636</b>	<b>10,012,553</b>	<b>10,021,306</b>	<b>9,947,005</b>	<b>\$ 10,115,094</b>	<b>\$ 10,373,697</b>	
Books and Supplies		552,846	410,898	410,898	413,498	\$ 417,633	\$ 421,584	
Services and Other Operati		3,653,474	3,462,097	3,632,051	3,639,271	\$ 3,489,987	\$ 3,526,099	
Capital Outlay		42,159	32,170	32,170	32,170	\$ -	\$ -	
Other Outgoing			-	-	4,800	\$ 4,848	\$ 4,896	
<b>TOTAL OTHER EXPENSES</b>		<b>4,248,479</b>	<b>3,905,165</b>	<b>4,075,119</b>	<b>4,089,739</b>	<b>\$ 3,912,468</b>	<b>\$ 3,952,579</b>	
<b>TOTAL EXPENSES</b>		<b>13,514,115</b>	<b>13,917,718</b>	<b>14,096,425</b>	<b>14,036,744</b>	<b>\$ 14,027,561</b>	<b>\$ 14,326,276</b>	
SUMMARY	<b>SURPLUS\DEFICIT</b>	<b>(1,193,505)</b>	<b>(138,627)</b>	<b>(664,614)</b>	<b>(543,575)</b>	<b>\$ 6,011</b>	<b>\$ 221,143</b>	
	<i>% of LCFF Revenue</i>	<i>-14.8%</i>	<i>-1.6%</i>	<i>-7.5%</i>	<i>-6.1%</i>	<i>0%</i>	<i>2%</i>	
	BEGINNING FUND BALANCE	5,263,301	\$ 4,069,796	\$ 4,069,796	\$ 4,069,796	\$ 3,931,169	\$ 3,937,180	
	ENDING BALANCE	4,069,796	\$ 3,931,169	\$ 3,405,182	\$ 3,526,221	\$ 3,937,180	\$ 4,158,323	
	<i>% of LCFF Revenue</i>	<i>51%</i>	<i>44.4%</i>	<i>38.5%</i>	<i>39.8%</i>	<i>43%</i>	<i>44%</i>	

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: Oakland School For The Arts  
 (continued)  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>A. REVENUES</b>										
<b>1. LCFF Sources</b>										
State Aid - Current Year	8011	3,830,791.00	-	3,830,791.00	1,702,296.00	-	1,702,296.00	3,830,791.00	-	3,830,791.00
Education Protection Account State Aid - Current Year	8012	2,542,679.00	-	2,542,679.00	1,235,734.00	-	1,235,734.00	2,542,679.00	-	2,542,679.00
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,480,586.00	-	2,480,586.00	1,205,438.00	-	1,205,438.00	2,480,586.00	-	2,480,586.00
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF Sources		8,854,056.00	-	8,854,056.00	4,143,468.00	-	4,143,468.00	8,854,056.00	-	8,854,056.00
<b>2. Federal Revenues</b>										
No Child Left Behind/Every Student Succeeds Act	8290	-	97,356.00	97,356.00	-	15,798.08	15,798.08	-	97,356.00	97,356.00
Special Education - Federal	8181, 8182	-	105,318.56	105,318.56	-	-	-	-	105,318.56	105,318.56
Child Nutrition - Federal	8220	-	40,000.00	40,000.00	-	36,898.18	36,898.18	-	40,000.00	40,000.00
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	25,200.00	25,200.00	-	38,712.09	38,712.09	-	64,930.00	64,930.00
Total, Federal Revenues		-	267,874.56	267,874.56	-	91,408.35	91,408.35	-	307,604.56	307,604.56
<b>3. Other State Revenues</b>										
Special Education - State	StateRevSE	-	687,313.00	687,313.00	-	379,008.00	379,008.00	-	687,313.00	687,313.00
All Other State Revenues	StateRevAO	1,020,527.73	509,908.00	1,530,435.73	30,380.00	232,571.03	262,951.03	995,037.73	554,684.16	1,549,721.89
Total, Other State Revenues		1,020,527.73	1,197,221.00	2,217,748.73	30,380.00	611,579.03	641,959.03	995,037.73	1,241,997.16	2,237,034.89
<b>4. Other Local Revenues</b>										
All Other Local Revenues	LocalRevAO	2,092,131.00	-	2,092,131.00	877,843.27	-	877,843.27	2,094,473.00	-	2,094,473.00
Total, Local Revenues		2,092,131.00	-	2,092,131.00	877,843.27	-	877,843.27	2,094,473.00	-	2,094,473.00
<b>5. TOTAL REVENUES</b>										
		11,966,714.73	1,465,095.56	13,431,810.29	5,051,691.27	702,987.38	5,754,678.65	11,943,566.73	1,549,601.72	13,493,168.45
<b>B. EXPENDITURES</b>										
<b>1. Certificated Salaries</b>										
Certificated Teachers' Salaries	1100	4,400,802.98	479,457.15	4,880,260.13	2,251,777.73	300,221.74	2,551,999.47	4,326,432.75	468,835.30	4,795,268.05
Certificated Pupil Support Salaries	1200	47,814.20	106,000.00	153,814.20	22,510.80	108,551.56	131,062.36	32,500.00	121,314.20	153,814.20
Certificated Supervisors' and Administrators' Salaries	1300	687,353.00	130,000.00	817,353.00	420,773.49	96,758.92	517,532.41	687,353.00	130,000.00	817,353.00
Other Certificated Salaries	1900	27,595.09	60,000.00	87,595.09	39,064.59	70,793.23	109,857.82	80,000.00	93,122.73	173,122.73
Total, Certificated Salaries		5,163,565.27	775,457.15	5,939,022.42	2,734,126.61	576,325.45	3,310,452.06	5,126,285.75	813,272.23	5,939,557.98
<b>2. Non-certificated Salaries</b>										
Non-certificated Instructional Aides' Salaries	2100	87,893.00	160,884.00	248,777.00	856.45	166,927.06	167,783.51	24,737.00	213,865.49	238,602.49
Non-certificated Support Salaries	2200	15,787.80	43,200.00	58,987.80	10,149.88	-	10,149.88	15,787.80	43,200.00	58,987.80
Non-certificated Supervisors' and Administrators' Sal.	2300	1,110,456.76	53,322.00	1,163,778.76	497,042.80	36,901.44	533,944.24	1,072,748.43	53,322.00	1,126,070.43
Clerical and Office Salaries	2400	93,027.00	46,000.00	139,027.00	138,117.42	-	138,117.42	139,027.00	-	139,027.00
Other Non-certificated Salaries	2900	241,390.00	26,000.00	267,390.00	200,606.53	25,322.21	225,928.74	203,177.30	50,000.00	253,177.30
Total, Non-certificated Salaries		1,548,554.56	329,406.00	1,877,960.56	846,773.08	229,150.71	1,075,923.79	1,455,477.53	360,387.49	1,815,865.02
<b>3. Employee Benefits</b>										
STRS	3101-3102	988,746.65	147,414.40	1,136,161.05	517,592.58	110,338.84	627,931.42	981,208.94	147,414.40	1,128,623.34
PERS	3201-3202	-	-	-	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	193,679.81	36,100.00	229,779.81	102,843.50	23,331.54	126,175.04	188,937.26	36,100.00	225,037.26
Health and Welfare Benefits	3401-3402	623,000.00	105,000.00	728,000.00	452,537.19	78,876.46	531,413.65	623,000.00	105,000.00	728,000.00
Unemployment Insurance	3501-3502	51,256.00	500.00	51,756.00	3,176.20	52.47	3,228.67	51,646.00	110.00	51,756.00
Workers' Compensation Insurance	3601-3602	58,627.37	-	58,627.37	32,510.10	-	32,510.10	58,165.67	-	58,165.67
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		1,915,309.83	289,014.40	2,204,324.23	1,108,659.57	212,599.31	1,321,258.88	1,902,957.87	288,624.40	2,191,582.27
<b>4. Books and Supplies</b>										
Approved Textbooks and Core Curricula Materials	4100	-	22,328.00	22,328.00	-	16,913.50	16,913.50	-	22,328.00	22,328.00
Books and Other Reference Materials	4200	-	2,020.00	2,020.00	155.39	1,198.74	1,354.13	155.39	1,864.61	2,020.00
Materials and Supplies	4300	92,550.00	64,000.00	156,550.00	48,296.56	36,076.35	84,372.91	92,550.00	64,000.00	156,550.00
Noncapitalized Equipment	4400	139,600.00	50,000.00	189,600.00	129,083.46	48,885.62	177,969.08	139,600.00	50,000.00	189,600.00
Food	4700	2,400.00	38,000.00	40,400.00	944.53	37,704.54	38,649.07	1,000.00	42,000.00	43,000.00
Total, Books and Supplies		234,550.00	176,348.00	410,898.00	178,479.94	140,778.75	319,258.69	233,305.39	180,192.61	413,498.00
<b>5. Services and Other Operating Expenditures</b>										
Subagreements for Services	5100	-	-	-	-	-	-	-	-	-

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: Oakland School For The Arts  
 (continued) \_\_\_\_\_  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Travel and Conferences	5200	13,200.00	5,000.00	18,200.00	10,666.15	3,253.30	13,919.45	13,200.00	5,000.00	18,200.00
Dues and Memberships	5300	18,600.00		18,600.00	20,137.03		20,137.03	20,200.00		20,200.00
Insurance	5400	100,875.00		100,875.00	75,591.90		75,591.90	100,875.00		100,875.00
Operations and Housekeeping Services	5500	545,800.00	40,000.00	585,800.00	400,429.93		400,429.93	545,800.00	40,000.00	585,800.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,518,980.00		1,518,980.00	731,298.77		731,298.77	1,518,980.00		1,518,980.00
Transfers of Direct Costs	5700-5799			-			-			-
Professional/Consulting Services and Operating Expend.	5800	1,199,195.56	150,000.00	1,349,195.56	735,331.87	116,289.16	851,621.03	1,144,815.56	210,000.00	1,354,815.56
Communications	5900	40,400.00		40,400.00	17,200.65		17,200.65	40,400.00		40,400.00
Total, Services and Other Operating Expenditures		3,437,050.56	195,000.00	3,632,050.56	1,990,656.30	119,542.46	2,110,198.76	3,384,270.56	255,000.00	3,639,270.56

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Detail**

Charter School Name: Oakland School For The Arts  
 (continued)  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9489, and 9660-9669, 9796 and 9797)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
<b>6. Capital Outlay</b> (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170									
Buildings and Improvements of Buildings	6200									
Books and Media for New School Libraries or Major Expansion of School Libraries	6300									
Equipment	6400									
Equipment Replacement	6500									
Depreciation Expense (for accrual basis only)	6900	32,170.00		32,170.00	16,182.48		16,182.48	32,170.00		32,170.00
Amortization Expense-Lease Assets	6910									
Total, Capital Outlay		32,170.00		32,170.00	16,182.48		16,182.48	32,170.00		32,170.00
<b>7. Other Outgo</b>										
Tuition to Other Schools	7110-7143									
Transfers of Pass-through Revenues to Other LEAs	7211-7213									
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE									
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO									
All Other Transfers	7281-7299									
Transfers of Indirect Costs	7300-7399									
Debt Service:										
Interest	7438				4,733.33		4,733.33	4,800.00		4,800.00
Principal (for modified accrual basis only)	7439									
Total, Other Outgo					4,733.33		4,733.33	4,800.00		4,800.00
<b>8. TOTAL EXPENDITURES</b>		12,331,200.22	1,765,225.55	14,096,425.77	6,879,611.31	1,278,396.68	8,158,007.99	12,139,267.10	1,897,476.73	14,036,743.83
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(364,485.49)	(300,129.99)	(664,615.48)	(1,827,920.04)	(575,409.30)	(2,403,329.34)	(195,700.37)	(347,875.01)	(543,575.38)
<b>D. OTHER FINANCING SOURCES / USES</b>										
1. Other Sources	8930-8979									
2. Less: Other Uses	7630-7699									
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(300,129.99)	300,129.99	-	(575,409.30)	575,409.30	-	(347,875.01)	347,875.01	-
4. TOTAL OTHER FINANCING SOURCES / USES		(300,129.99)	300,129.99	-	(575,409.30)	575,409.30	-	(347,875.01)	347,875.01	-
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(664,615.48)	-	(664,615.48)	(2,403,329.34)	-	(2,403,329.34)	(543,575.38)	-	(543,575.38)
<b>F. FUND BALANCE, RESERVES</b>										
1. Beginning Fund Balance										
a. As of July 1	9791	1,872,332.75	2,197,466.00	4,069,798.75	1,872,332.75	2,197,466.00	4,069,798.75	1,872,332.75	2,197,466.00	4,069,798.75
b. Adjustments to Beginning Balance	9793, 9795				(348,422.75)	348,422.00	(0.75)	(348,422.75)	348,422.00	(0.75)
c. Adjusted Beginning Balance		1,872,332.75	2,197,466.00	4,069,798.75	1,523,910.00	2,545,888.00	4,069,798.00	1,523,910.00	2,545,888.00	4,069,798.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,207,717.27	2,197,466.00	3,405,183.27	(879,419.34)	2,545,888.00	1,666,468.66	980,334.62	2,545,888.00	3,526,222.62
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711									
Stores (equals object 9320)	9712									
Prepaid Expenditures (equals object 9330)	9713									
All Others	9719									
b. Restricted	9740								2,545,888.00	2,545,888.00
c. Committed										
Stabilization Arrangements	9750									
Other Commitments	9760									
d. Assigned										
Other Assignments	9780									
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	704,821.00		704,821.00				701,837.20		701,837.20
Unassigned/Unappropriated Amount	9790	502,896.27	2,197,466.00	2,700,362.27	(879,419.34)	2,545,888.00	1,666,468.66	278,497.42		278,497.42



**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: Oakland School For The Arts  
 (continued)  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
<b>A. REVENUES</b>						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,830,791.00	1,702,296.00	3,830,791.00	-	0.00%
Education Protection Account State Aid - Current Year	8012	2,542,679.00	1,235,734.00	2,542,679.00	-	0.00%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	2,480,586.00	1,205,438.00	2,480,586.00	-	0.00%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		8,854,056.00	4,143,468.00	8,854,056.00	-	0.00%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	97,356.00	15,798.08	97,356.00	-	0.00%
Special Education - Federal	8181, 8182	105,318.56	-	105,318.56	-	0.00%
Child Nutrition - Federal	8220	40,000.00	36,898.18	40,000.00	-	0.00%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	25,200.00	38,712.09	64,930.00	39,730.00	157.66%
Total, Federal Revenues		267,874.56	91,408.35	307,604.56	39,730.00	14.83%
3. Other State Revenues						
Special Education - State	StateRevSE	687,313.00	379,008.00	687,313.00	-	0.00%
All Other State Revenues	StateRevAO	1,530,435.73	262,951.03	1,549,721.89	19,286.16	1.26%
Total, Other State Revenues		2,217,748.73	641,959.03	2,237,034.89	19,286.16	0.87%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	2,092,131.00	877,843.27	2,094,473.00	2,342.00	0.11%
Total, Local Revenues		2,092,131.00	877,843.27	2,094,473.00	2,342.00	0.11%
5. TOTAL REVENUES						
		13,431,810.29	5,754,678.65	13,493,168.45	61,358.16	0.46%
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,880,260.13	2,551,999.47	4,795,268.05	(84,992.08)	-1.74%
Certificated Pupil Support Salaries	1200	153,814.20	131,062.36	153,814.20	-	0.00%
Certificated Supervisors' and Administrators' Salaries	1300	817,353.00	517,532.41	817,353.00	-	0.00%

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: Oakland School For The Arts  
 (continued)  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Other Certificated Salaries	1900	87,595.09	109,857.82	173,122.73	85,527.64	97.64%
Total, Certificated Salaries		5,939,022.42	3,310,452.06	5,939,557.98	535.56	0.01%
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	248,777.00	167,783.51	238,602.49	(10,174.51)	-4.09%
Non-certificated Support Salaries	2200	58,987.80	10,149.88	58,987.80	-	0.00%
Non-certificated Supervisors' and Administrators' Sal.	2300	1,163,778.76	533,944.24	1,126,070.43	(37,708.33)	-3.24%
Clerical and Office Salaries	2400	139,027.00	138,117.42	139,027.00	-	0.00%
Other Non-certificated Salaries	2900	267,390.00	225,928.74	253,177.30	(14,212.70)	-5.32%
Total, Non-certificated Salaries		1,877,960.56	1,075,923.79	1,815,865.02	(62,095.54)	-3.31%
<b>3. Employee Benefits</b>						
STRS	3101-3102	1,136,161.05	627,931.42	1,128,623.34	(7,537.71)	-0.66%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	229,779.81	126,175.04	225,037.26	(4,742.55)	-2.06%
Health and Welfare Benefits	3401-3402	728,000.00	531,413.65	728,000.00	-	0.00%
Unemployment Insurance	3501-3502	51,756.00	3,228.67	51,756.00	-	0.00%
Workers' Compensation Insurance	3601-3602	58,627.37	32,510.10	58,165.67	(461.70)	-0.79%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		2,204,324.23	1,321,258.88	2,191,582.27	(12,741.96)	-0.58%
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	22,328.00	16,913.50	22,328.00	-	0.00%
Books and Other Reference Materials	4200	2,020.00	1,354.13	2,020.00	-	0.00%
Materials and Supplies	4300	156,550.00	84,372.91	156,550.00	-	0.00%
Noncapitalized Equipment	4400	189,600.00	177,969.08	189,600.00	-	0.00%
Food	4700	40,400.00	38,649.07	43,000.00	2,600.00	6.44%
Total, Books and Supplies		410,898.00	319,258.69	413,498.00	2,600.00	0.63%
<b>5. Services and Other Operating Expenditures</b>						

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: Oakland School For The Arts  
 (continued)  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	18,200.00	13,919.45	18,200.00	-	0.00%
Dues and Memberships	5300	18,600.00	20,137.03	20,200.00	1,600.00	8.60%
Insurance	5400	100,875.00	75,591.90	100,875.00	-	0.00%
Operations and Housekeeping Services	5500	585,800.00	400,429.93	585,800.00	-	0.00%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,518,980.00	731,298.77	1,518,980.00	-	0.00%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	1,349,195.56	851,621.03	1,354,815.56	5,620.00	0.42%
Communications	5900	40,400.00	17,200.65	40,400.00	-	0.00%
Total, Services and Other Operating Expenditures		3,632,050.56	2,110,198.76	3,639,270.56	7,220.00	0.20%
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)</b>						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	32,170.00	16,182.48	32,170.00	-	0.00%
Amortization Expense-Lease Assets	6910	-	-	-	-	
Total, Capital Outlay		32,170.00	16,182.48	32,170.00	-	0.00%
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	4,733.33	4,800.00	4,800.00	New
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	4,733.33	4,800.00	4,800.00	New

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: Oakland School For The Arts  
 (continued)  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
8. TOTAL EXPENDITURES		14,096,425.77	8,158,007.99	14,036,743.83	(59,681.94)	-0.42%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(664,615.48)	(2,403,329.34)	(543,575.38)	121,040.10	-18.21%
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(664,615.48)	(2,403,329.34)	(543,575.38)	121,040.10	-18.21%
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	4,069,798.75	4,069,798.75	4,069,798.75	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	(0.75)	(0.75)	(0.75)	New
c. Adjusted Beginning Fund Balance		4,069,798.75	4,069,798.00	4,069,798.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,405,183.27	1,666,468.66	3,526,222.62		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	2,545,888.00	2,545,888.00	New
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	

**CHARTER SCHOOL  
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM  
Second Interim Report - Summary**

Charter School Name: Oakland School For The Arts  
 (continued)  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

Description	Object Code	First Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. First Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Other Commitments	9760	-	-	-	-	
d Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	704,821.00	-	701,837.20	(2,983.80)	-0.42%
Unassigned/Unappropriated Amount	9790	2,700,362.27	1,666,468.66	278,497.42	(2,421,864.85)	-89.69%

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

Charter School Name: Oakland School For The Arts  
 (continued) \_\_\_\_\_  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service / Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
1. LCFF Sources						
State Aid - Current Year	8011	3,830,791.00	0.00	3,830,791.00	4,020,836.00	4,161,608.00
Education Protection Account State Aid - Current Year	8012	2,542,679.00	0.00	2,542,679.00	2,610,428.00	2,682,476.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,480,586.00	0.00	2,480,586.00	2,527,472.00	2,527,472.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		8,854,056.00	0.00	8,854,056.00	9,158,736.00	9,371,556.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	97,356.00	97,356.00	97,356.00	97,356.00
Special Education - Federal	8181, 8182	0.00	105,318.56	105,318.56	105,318.56	105,318.56
Child Nutrition - Federal	8220	0.00	40,000.00	40,000.00	40,000.00	40,000.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	64,930.00	64,930.00	0.00	0.00
Total, Federal Revenues		0.00	307,604.56	307,604.56	242,674.56	242,674.56
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	687,313.00	687,313.00	690,396.00	690,396.00
All Other State Revenues	StateRevAO	995,037.73	554,684.16	1,549,721.89	1,549,635.02	1,550,661.63
Total, Other State Revenues		995,037.73	1,241,997.16	2,237,034.89	2,240,031.02	2,241,057.63
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	2,094,473.00	0.00	2,094,473.00	2,392,131.00	2,692,131.00
Total, Local Revenues		2,094,473.00	0.00	2,094,473.00	2,392,131.00	2,692,131.00
5. TOTAL REVENUES						
		11,943,566.73	1,549,601.72	13,493,168.45	14,033,572.58	14,547,419.19
<b>B. EXPENDITURES</b>						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,326,432.75	468,835.30	4,795,268.05	4,841,865.65	4,926,410.26
Certificated Pupil Support Salaries	1200	32,500.00	121,314.20	153,814.20	153,814.20	153,814.20
Certificated Supervisors' and Administrators' Salaries	1300	687,353.00	130,000.00	817,353.00	817,353.00	817,353.00
Other Certificated Salaries	1900	80,000.00	93,122.73	173,122.73	165,997.98	168,882.64
Total, Certificated Salaries		5,126,285.75	813,272.23	5,939,557.98	5,979,030.83	6,066,460.10
2. Non-certificated Salaries						

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

Charter School Name: Oakland School For The Arts

(continued) \_\_\_\_\_

CDS #: 01-61259-3030772

Charter Approving Entity: Oakland Unified School District

County: Alameda

Charter #: 0340

Fiscal Year: 2023/24

Non-certificated Instructional Aides' Salaries	2100	24,737.00	213,865.49	238,602.49	213,865.49	213,865.49
Non-certificated Support Salaries	2200	15,787.80	43,200.00	58,987.80	58,987.80	58,987.80
Non-certificated Supervisors' and Administrators' Sal.	2300	1,072,748.43	53,322.00	1,126,070.43	1,216,178.76	1,346,678.76
Clerical and Office Salaries	2400	139,027.00	0.00	139,027.00	139,027.00	139,027.00
Other Non-certificated Salaries	2900	203,177.30	50,000.00	253,177.30	253,177.30	253,177.30
Total, Non-certificated Salaries		1,455,477.53	360,387.49	1,815,865.02	1,881,236.35	2,011,736.35

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

Charter School Name: Oakland School For The Arts  
 (continued) \_\_\_\_\_  
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 Charter Approving Entity: Oakland Unified School District \_\_\_\_\_  
 County: Alameda \_\_\_\_\_  
 Charter #: 0340 \_\_\_\_\_  
 Fiscal Year: 2023/24 \_\_\_\_\_

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	981,208.94	147,414.40	1,128,623.34	1,136,162.66	1,152,861.65
PERS	3201-3202	0.00	0.00	0.00	-	
OASDI / Medicare / Alternative	3301-3302	188,937.26	36,100.00	225,037.26	230,610.53	241,861.50
Health and Welfare Benefits	3401-3402	623,000.00	105,000.00	728,000.00	790,000.00	800,000.00
Unemployment Insurance	3501-3502	51,646.00	110.00	51,756.00	39,101.34	40,190.98
Workers' Compensation Insurance	3601-3602	58,165.67	0.00	58,165.67	58,952.00	60,586.47
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,902,957.87	288,624.40	2,191,582.27	2,254,826.53	2,295,500.60
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	0.00	22,328.00	22,328.00	22,551.28	22,551.28
Books and Other Reference Materials	4200	155.39	1,864.61	2,020.00	2,040.20	2,060.60
Materials and Supplies	4300	92,550.00	64,000.00	156,550.00	158,115.50	159,696.66
Noncapitalized Equipment	4400	139,600.00	50,000.00	189,600.00	191,496.00	193,410.96
Food	4700	1,000.00	42,000.00	43,000.00	43,430.00	43,864.30
Total, Books and Supplies		233,305.39	180,192.61	413,498.00	417,632.98	421,583.80
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	13,200.00	5,000.00	18,200.00	18,382.00	18,565.82
Dues and Memberships	5300	20,200.00	0.00	20,200.00	20,402.00	20,606.02
Insurance	5400	100,875.00	0.00	100,875.00	101,883.75	102,902.59
Operations and Housekeeping Services	5500	545,800.00	40,000.00	585,800.00	591,658.00	597,574.58
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,518,980.00	0.00	1,518,980.00	1,534,169.80	1,549,511.50
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	1,144,815.56	210,000.00	1,354,815.56	1,182,687.11	1,195,726.31
Communications	5900	40,400.00	0.00	40,400.00	40,804.00	41,212.04
Total, Services and Other Operating Expenditures		3,384,270.56	255,000.00	3,639,270.56	3,489,986.66	3,526,098.86
<b>6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)</b>						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00



**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

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 (continued) \_\_\_\_\_  
 CDS #: 01-61259-3030772  
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 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

<i>Depreciation Expense (for accrual basis only)</i>	6900	32,170.00	0.00	32,170.00	0.00	0.00
<i>Amortization Expense-Lease Assets</i>	6910	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		32,170.00	0.00	32,170.00	0.00	0.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	4,800.00	0.00	4,800.00	4,848.00	4,896.48
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		4,800.00	0.00	4,800.00	4,848.00	4,896.48
<b>8. TOTAL EXPENDITURES</b>		12,139,267.10	1,897,476.73	14,036,743.83	14,027,561.35	14,326,276.19
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(195,700.37)	(347,875.01)	(543,575.38)	6,011.23	221,143.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM  
Second Interim Report - MYP**

Charter School Name: Oakland School For The Arts  
 (continued) \_\_\_\_\_  
 CDS #: 01-61259-3030772  
 Charter Approving Entity: Oakland Unified School District  
 County: Alameda  
 Charter #: 0340  
 Fiscal Year: 2023/24

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(347,875.01)	347,875.01	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(347,875.01)	347,875.01	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(543,575.38)	0.00	(543,575.38)	6,011.23	221,143.00
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	1,872,332.75	2,197,466.00	4,069,798.75	3,526,222.62	3,532,233.85
b. Adjustments/Restatements	9793, 9795	(348,422.75)	348,422.00	(0.75)		
c. Adjusted Beginning Balance		1,523,910.00	2,545,888.00	4,069,798.00	3,526,222.62	3,532,233.85
2. Ending Fund Balance, June 30 (E + F.1.c.)		980,334.62	2,545,888.00	3,526,222.62	3,532,233.85	3,753,376.85
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		2,545,888.00	2,545,888.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	701,837.20	0.00	701,837.20	701,378.00	716,314.00
Unassigned/Unappropriated Amount	9790	278,497.42	0.00	278,497.42	2,830,855.85	3,037,062.85

**BASED ON THE BELOW I RECOMMEND WE PROCEED WITH CHRISTY WHITE. I HAD A GOOD RAPPOR WITH MARCY FROM CHRISTY WHITE AND FELT VERY COMFORTABLE WITH HER APPROACH. LIANE IS ALSO COMFORTABLE WITH THEM. FINALLY, THEY ARE THE MOST ECONOMICAL. THEIR PROPOSAL IS AVAILABLE UPON REQUEST.**

#### **CHRISTY WHITE**

- THREE YEAR COMMITMENT
- WELL PLANNED OUT AUDIT TIMELINE WITH ESTIMATED HOURS BROKEN DOWN BY AUDIT WORK SEGMENTS
- LEAST EXPENSIVE
- SPECIALIZE IN AUDITING CALIFORNIA CHARTER SCHOOLS
- HAS WORKED WITH CSMC
- RECOMMENDED BY CSMC
- 2<sup>ND</sup> LARGEST CPA FIRM IN THE NUMBER OF LOCAL EDUCATIONAL AGENCIES AUDITED ANNUALLY
- LOWEST RATE OF REQUEST FOR EXTENSION OF ALL OTHER AUDITORS
- SECURE ONLINE PORTAL

#### **CLA CONNECT**

- PREMIER AUDITOR IN THE CHARTER WORLD
- BEGAN WORKING WITH CHARTER SCHOOLS BEGINNING IN 1991
- WELL PLANNED OUT AUDIT TIMELINE BEGINNING IN APRIL 2024
- SECURE ONLINE PORTAL
- HAS WORKED WITH CSMC AND OTHER CHARTER SCHOOLS IN ALAMEDA COUNTY
- RECOMMENDED BY CSMC
- WILL NOT COMMIT TO MORE THAN ONE YEAR

#### **BAKER AND TILLY**

- TIME FOR A CHANGE IN AUDIT FIRMS
- MOST EXPENSIVE
- WILL NOT COMMIT TO MORE THAN ONE YEAR
- PROBLEMATIC DURING 22-23 AUDIT -
  - POOR COMMUNICATION
  - DELAY AFTER DELAY
- HAS WORKED WITH CSMC

	CHRISTY WHITE*	BAKER AND TILLY	CLA CONNECT
AUDIT SVCS (inc initial procedures, SAS)	\$16,525	35,000	\$26,050
G1 PARCEL TAX	\$2,500	\$7,000	\$6,000
990 TAX RETURN	\$2,000	\$2,500	\$4,000
TECH FEE OF 5%**			\$1,803
TOTAL	\$21,025		\$37,853

\*Audit Fees increase per year at a rate of 6% for COLA

\*\*The 5% technology and client support fee covers CLA's continuous investment in technology and innovation to enhance our experience and protect our data.



**Comprehensive School Safety Plan  
2024/2025**

**OAKLAND SCHOOL *FOR THE ARTS***

**530 18th Street, Oakland, CA 94612**

Executive Director ~ Mr. Mike Oz

Principal ~ Mr. Rodolfo Ornelas

Contact Person ~ Mr. Mike Oz

Phone Number ~ 510-873-8812

Email Address ~ [moz@oakarts.org](mailto:moz@oakarts.org)

Main Office 510-873-8800

## **Comprehensive School Safety Plan (CSSP)**

The Site Safety Committee shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any school wide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school; (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

The Comprehensive School Safety Plan (CSSP) was developed by the following individuals:

Mike Oz, Executive Director  
Rodolfo Ornelas, Principal  
Walter Harris, Director of Facilities and Safety  
Patrick Secrease, Campus Supervisor  
Tarolyn Brown, Student Records Coordinator  
David Smith, Director of Technology

The plan has been made in conjunction with Oakland Police Department and Oakland Fire Department.

# Safety and Security

## I. Employee Safety Handbook

### Preface General Information

**Please make sure that you are familiar with these procedures and you review *periodically to ensure familiarity with:***

- o Fire extinguisher locations & use
- o All emergency exits: determine primary & secondary exit points
- o Location of first-aid kits
  - Entrance doors where there is a Campus Supervisor
  - Reception
  - Production Design
  - Location of other safety/emergency supplies

**PRE-DESIGNATED ASSEMBLY AREA (Evacuation) is located at the**

### General Overview

Title 8 of the California Code of Regulations requires that all employers establish and implement an emergency plan, with sufficient numbers of their employees oriented to the details of emergency preparedness and procedures to take positive action during an emergency.

This comprehensive school safety plan has been designed to assist the Incident Command Team before and during an emergency. The guidelines and procedures contained in this safety plan will be put into practice and maintained by designated Oakland School for the Arts (OSA) staff concerned with the safety of students, staff, faculty, and visitors of OSA facilities.

Although these procedures are recommended, common sense should be the guiding principle when facing an emergency situation. No set of procedures can cover every possible scenario.

### Building Safety Features

The Oakland School for the Arts Main Campus is located inside the Fox Theater Building on Telegraph Avenue. The school's main entrance is located at [REDACTED]. The campus was constructed in 2008 and consists of three floors of classroom and office space wrapped

around the main theater. The campus is approximately 59,000 square feet in size.

OSA also has an art gallery (VA/DM Space) located at [REDACTED], a Theater and theater classroom space at [REDACTED]. Classroom and performance space for instrumental music at [REDACTED]. Procedures apply to all locations, except where otherwise noted.

The Main Campus, DVM Artspace, [REDACTED] and [REDACTED] are all equipped with smoke detectors, pull stations, audible alarms, strobe alarms in the corridors near the exits, illuminated exit signs, fire extinguishers, and emergency lighting. Each building has posted evacuation floor plans that indicate the route of exiting the building and identify the location of all fire equipment.

### **Fire Alarm & Smoke Detection**

Fire-alarm pull stations and smoke detectors are located throughout the Main Campus, DVM Artspace, [REDACTED] and [REDACTED]. Please note that when a pull station is activated, there is an audible alarm.

### **Extinguishers**

ABC fire extinguishers are located throughout all the OSA Campus buildings. The Director of Facilities and Safety or Campus Security officers check all extinguishers on a monthly basis.

### **Public Address – Main Campus and Newberry Building**

All students, employees, and visitors will be alerted to an emergency situation via audible alarm and emergency announcements made over the building's intercom system or Through the [REDACTED]

The campus and security staff will use two-way radios to coordinate emergency action with all locations.

In the event of an emergency, an audible alarm will be heard. The sound of the alarm is a siren distress signal. White flashing strobe lights will also activate in the common areas for the hearing impaired.

- The intercom or Catapult EMS app will be used as needed during emergencies to provide relocation/evacuation instructions and other information.
- Adding the Catapult EMS system to Staff Cell Phones

[REDACTED]





The **Incident Command Team** is headed by:

- The Principal
- Assistant Principal
- Director Of Facilities and Safety
- Dean Of Students
- Director of IT
- Campus Supervisors
- Contract Security Officers

Incident Team members are to meet in the Main office located on the 2nd floor after conducting their assigned duties during an Emergency.

- The Following Emergency Drill dates have been scheduled:
- Emergency Fire Drills will be conducted on [REDACTED]
- Emergency Earthquake Drill will be conducted on [REDACTED]
- Intruder/ Active Shooter Emergency Drills will be conducted on [REDACTED]
- Bomb Threat/ Medical Emergency Protocol Drills will be conducted with Campus Supervisor and Front Office staff members [REDACTED]

## Section 1. Incident Command Roster

Reception/Security Desk: 510-873-8800

ROLE	NAME	PHONE #
Director of Facilities and Safety	Walter Harris	510-873-8818 or [REDACTED]

Executive Director	Mike Oz	Ext. 8812
Principal	Rodolfo Ornelas	Ext. 8802 [REDACTED]
Assistant Principal	Rachel Dalton	Ext. 8811 [REDACTED]
Director of Technology	David Smith	[REDACTED] or Ext. 8806

## Section 2. First Aid Kit Locations

- Entrance Doors in Campus Supervisor Security Stations (All Buildings)
- Reception Desk Main Office
- Production Design
- Fashion Design
- Black Box Theatre

## Section 3. Evacuation Guidelines

### Main Campus and Newberry Building

[REDACTED]

### Sweet's Ballroom

[REDACTED]

### 2018 San Pablo (VA/DM Space)

[REDACTED]

**Evacuation Procedures**

[REDACTED]

**Main Campus**

- o Restrooms
- o Classrooms
- o Black Box
- o Student Center
- o Storage rooms
- o Conference rooms
- o Offices

Faculty/Staff assigned to check areas

o 3<sup>rd</sup> floor

[REDACTED]

o 2<sup>nd</sup> floor

[REDACTED]

- o Black Box & 105

[REDACTED]

- o Student Center & Restrooms

[REDACTED]

## Section 4. Assistance to Disabled

Ask the person what type of assistance s/he requires. Follow the instructions carefully; the individual you are assisting knows what is best for him/her.

For individuals in a wheelchair

[REDACTED]

Do not evacuate a wheelchair down steps; only evacuate the person who sits in it—use ramps whenever possible. Carry the individual to safety. Once the person is removed from the wheelchair, know that this person may be unable to move from that location or relocate independently.

If time and safety permit, tag the wheelchair with the owner’s name. Attempt to reunite the owner with the wheelchair as quickly as possible.

Provide verbal instructions and information for people with impaired vision.

Turn lights off and on to attract the attention of people with hearing limitations. (NOTE: After an earthquake, DO NOT turn any switches on or off until it is confirmed that there are no gas leaks.) Check offices, restrooms, classrooms, and other areas of common use.

## Section 5. Release Procedures

[REDACTED]

## Section 6. Fire Emergency

### Fire Evacuation

The fire alarm signals this emergency. Teachers are responsible for securing their classroom and accompanying students [REDACTED] When the situation has been assessed and clearance given, faculty, staff, and students are to return to the building.

### Evacuation Areas:

**Main Campus, Newberry IM -** [REDACTED]

**Newberry PD -** [REDACTED]

**Sweet's Ballroom**

[REDACTED] **(VA/DM Space)**

*Never Attempt to fight the fire yourself. Call for help. Always stay Between the fire and the building exit.*

**If Smoke is on your Floor**

- Call the Receptionist (*Ext.8800 or 510-873-8800 from Newberry Building or Cellphone*)
- Report incident/emergency to the **Catapult EMS** system as soon as possible.
- Crawl on your hands and knees to the designated exit.
- DO NOT** enter a smoke-filled room.

**Section 6. Fire Emergency - Continued**

**If you discover a fire**

- Keep yourself between an exit and the fire at all times.
- DO NOT** go past the fire to retrieve a fire extinguisher.
- Use two people if possible, one standing behind the person with the fire extinguisher watching and using safety precautions.
- Close doors behind you as you leave to slow down the spread of fire.

- Proceed to evacuate the building.
- Report the incident/emergency to the **Catapult EMS** app system

### **Fire Extinguisher Instructions**

- P** Pull Safety pin from the handle
- A** Aim at the base of the fire.
- S** Squeeze the trigger handle.
- S** Sweep from side to side

### **Be Careful about opening doors**

- Touch closed doors with the back of your hand before opening them.

### **If you can't evacuate**

- In a fire, Close all the doors and seal off cracks.
- In the event of a system failure with no public address, follow the directions of the Administration Via Bull horn or TEXT Message.
- "STOP"** Cover your face with hands **"Drop"** to the floor, and **"ROLL"**

### **If you are helping someone else**

- Smother the Fire with a fire-resistant blanket, rug, or heavy coat.
- Call for medical help **(911)** from landline
- Call (510) 777-3211 from cell phone
- Report the incident/emergency to the **Catapult EMS** app system

## **Section 6. Fire Emergency - Continued**

- Remove any smoldering clothing if it's not stuck to the person's skin. Remove any jewelry on the burn victim. Cool the burn area with cold running water if possible.  
**Administer first aid if trained.**

## Section 7. Medical Emergencies

- Ask if 911 has been called
- Report the incident/medical emergency to the **Catapult EMS** app system.
- Assign a Campus Supervisor to report to the location of an emergency
- Advise the Principal and Vice Principal of every event
- Note any jewelry with an inscription of medical information and give the appropriate first aid response until OFD or paramedics arrive.
- DO NOT MOVE THE VICTIM UNLESS ABSOLUTELY NECESSARY.** Only move the victim if their position or location is unsafe.
- If a responder is trained in first aid, provide the minimum first-aid necessary and determine if additional treatment is required (i.e. Fire Department, Paramedics, Ambulance, etc.). If you do not have a valid first-aid/ CPR certificate issued by the Red Cross/American Heart Association, do not render any first-aid/CPR.
- Stay with the victim until help arrives.
- Avoid unnecessary conversation with or about the injured person. You might increase the injured person's distress or fears, and thereby contribute to medical shock. Limit your communications to quiet reassurances.
- Secure the victim's personal belongings.
- Assign someone to meet emergency responders and escort victims.
- After medical assistance has been administered and the incident has concluded, remain on-call to assist the OSA administration with pertinent information needed to complete an injury report.
- Fill out all required incident forms to report injury/problem.

## Section 8. Active Shooter on Campus

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined, populated place; in most cases, active shooters use firearms and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10-15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

### Report The Incident

Have one person call emergency services if it is safe to do so. Be prepared to answer the dispatcher's questions.

- o Call **911** from a landline
- o Call (510) 777-3211 from a cell phone

If it is not safe to talk, keep the phone on so it can be monitored by the dispatcher.

- o Call main office (510) 873-8800
- o Report the incident/medical emergency to the **Catapult EMS** app system.

### Shelter

[REDACTED]

### Evacuate

Only if you know with certainty the exact location of the assailant (do not trust unofficial, second hand accounts), and you can visualize an escape route to get yourself and your students safely away from danger.

[REDACTED]



[Redacted]

## Section 8. Active Shooter on Campus - Continued

Location where to meet if evacuating from:

**Main Campus -** [Redacted]

**Newberry -** [Redacted]

**2018 San Pablo (DVM Space)-** [Redacted]

**Sweet's Ballroom -** [Redacted]

### Shelter If Necessary!

Main Campus (2<sup>nd</sup> & 3<sup>rd</sup> floors)

- o [Redacted]
- o [Redacted]

Newberry

o [Redacted]

Sweet's Ballroom

o [Redacted]

[Redacted] San Pablo (DVM Space)

o [Redacted]

**Take Action, If You Must**

If there is no opportunity for escape or hiding, **as a last resort**, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

**Section 9. Intruder/ Lockdown Procedure**

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Call main office (510) 873-8800

[Redacted]

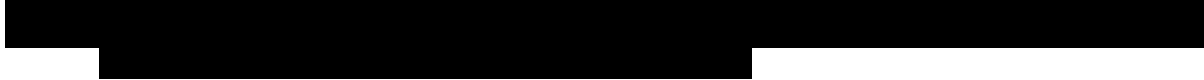
[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



## Section 10. Earthquake Emergency Guidelines

**AT POINT OF RECOGNITION OF AN EARTHQUAKE, ALL PERSONS SHOULD DROP, COVER AND HOLD.**

### During an earthquake

#### If inside

- If you are in the building, **STAY INSIDE. DO NOT EVACUATE.** Students and staff within buildings at the beginning of an earthquake should remain where they are, sitting or crouching below the level of desks and tables. When possible, movement should be away from windows and outside walls toward inner walls and doorways.
- Stay away from windows, bookcases, file cabinets, heavy mirrors, doors, and hanging objects that could fall.
- Sit and cover under any desk or tables. Stay under cover until the shaking stops.
- If you smell gas or hear a hissing sound, open a window and report to Incident Command.
- Turn off heating and lighting units immediately.
- Should an evacuation be ordered, the building shall remain evacuated until assessed to be safe by appropriate authorities. Assessment should be determined by the on-duty Instructor/Teacher after they have signed into the **Catapult EMS** app system to receive up to date information regarding the emergency.
- Avoid using landline telephones. Consider texting as there is a higher probability of messages being sent. Place all phones back on hook.

**If Outdoors**

- If you are outside, **STAY OUTSIDE**. Move to an open area away from buildings and other elevated objects, such as trees and power lines.
  
- Keep away from buildings, trees, and electrical wires. Instruct students not to touch power lines or objects touched by the wires. All wires should be treated as **LIVE!**
  
- Remain outside until further notice. **IF ON A SIDEWALK** near a tall building, get into the doorway of a building to protect yourself from falling bricks, glass, and other debris.  Proceed to the pre-designated assembly area when safe.

**BE PREPARED FOR AFTERSHOCKS!**

**Section 11. Damage Assessment Form**

Location	Damage Code Location Damage Code


Floor Searched: \_\_\_\_\_ Date/Time: \_\_\_\_\_  
 Searched by: \_\_\_\_\_

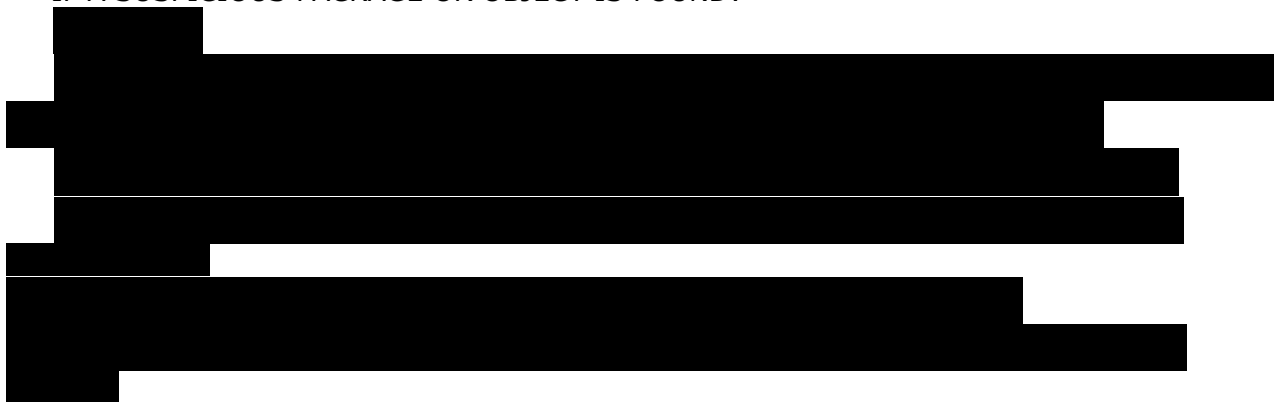
**Damage Codes:**

A = Fire G = Cracked ceiling M = Gas Leak B = Cracked walls H = Water leak N = Aisle obstructed  
 C = Trapped victim I = Chemical spill O = Restroom D = Cracked window J = Disabled needs assistance  
 P = Plumbing E = Stairwell obstructed K = Electrical F = Furniture tipped L = Door jammed

**Section 12. Suspicious Package / Bomb Threat**

In case of a bomb threat refer to the bomb threat checklist below.

IF A SUSPICIOUS PACKAGE OR OBJECT IS FOUND:



**BOMB THREAT CHECKLIST**

*Questions to ask:*



[REDACTED]

[REDACTED]

**Section 12. Suspicious Package / Bomb Threat Continued**

*Notes:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Necessary information about call receiver:***

[REDACTED]

## Section 13. Public Riot/Civil Disturbance

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## Section 14. Explosion Emergency Guidelines

In the event of an explosion in the building, employees should take the following actions:

- Immediately take cover under tables, desks, or other such objects that will give protection against flying glass or debris.
- Stay away from WINDOWS, mirrors, overhead fixtures, filing cabinets, bookcases, and electrical equipment.
- Login to the incident/emergency to the **Catapult EMS** app system immediately to receive situational updates.
- Should Incident Command order an evacuation, the building shall remain evacuated until assessed to be safe by appropriate authorities.



## Section 15. Hazardous Materials/Toxic Spills (*Shelter-in-place*)

*If you are told to Shelter-in-Place:*

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### **Additional Steps for Teachers and Staff**

*When possible:*

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

## Section 16. Chemical Spills

*If a person is contaminated by a chemical:*

Identify the chemical and follow the procedures for that particular chemical

Take off contaminated clothing, if determined safe to do so

- Flush skin with cool water immediately for 15-30 minutes.
- Assist with first aid
- Confine the spill if possible.
- Evacuate the immediate area and limit access; secure the area
- Login to the **Catapult EMS** app system and report the incident/emergency immediately.  Administration will determine whether to initiate Incident Command Protocol
- The Director of Facilities and Safety will notify the Chemical Spill Assessment Team through Environmental Health & Safety.

Should a chemical spill *affect or threaten* the safety and health of Oakland School for the Arts staff, students, property and/or environment Facilities Director will notify the County:

**Alameda County HazMat Reporting Line 1-800-852-7550**

## Section 17. Emergency Telephone Number Directory

PURPOSE	AREA PHONE #
All Emergencies ~ Landline	All Areas 911
All Emergencies ~ Cell Phone	East Bay 510-777-3211
Non- Emergency Police (OPD)	City of Oakland 510-777-3333
Oakland Police Dispatch	City of Oakland 510-777-3211
Oakland Fire Dispatch	City of Oakland 510-444-3322
P G & E All Areas	800-743-5000
Child Protective Services (CPS)	Alameda County 510- 259-1800

Hazardous Materials	Alameda County 800-852-7550
Oakland Ambassadors	City of Oakland 510-898-8592

<b>ROLE</b>	<b>NAME</b>	<b>PHONE #</b>
Director of Facilities and Safety	Walter Harris	510-873-8818 or cell: [REDACTED]
Executive Director	Mike Oz	510-873-8812
Principal	Rodolpho Ornelas	510-873-8802 [REDACTED]
Assistant Principal	Rachel Dalton	510-873-8811 [REDACTED]
Director of Technology	David Smith	510-873-8806 [REDACTED]

**II. Site Manager Handbook**  
**Section 1. Emergency Telephone Number Directory**

<b>PURPOSE</b>	<b>AREA PHONE #</b>
All Emergencies ~ Landline	All Areas 911
All Emergencies ~ Cell Phone	East Bay 510-777-3211
Non- Emergency Police (OPD)	City of Oakland 510-777-3333
Oakland Police Dispatch	City of Oakland 510-777-3211
Oakland Fire Dispatch	City of Oakland 510-444-3322
P G & E	All Areas 800-743-5000
Child Protective Services (CPS)	Alameda County 510- 259-1800
Hazardous Materials	Alameda County 800-852-7550
Oakland Ambassadors	City of Oakland 510-898-8592

**Section 2. Director of Facilities and Safety Protocols**



[Redacted text block]

[Redacted text block]

### **Section 3. Security Protocols**

[Redacted text block]

#### **Production Manager/Administrator on Duty (performances and meetings)**

[Redacted text block]

### **Section 4. Reported Emergency**

When an emergency is reported to the Director of Facilities and Safety, Campus Supervisor, Contract Security Officer or Reception Desk Attendant

[Redacted text block]

[REDACTED]

**Section 5. Fire Protocol**

[REDACTED]

**Fire Drills**

- The Campus Safety Committee schedules and holds [REDACTED] fire drills.
- Process for drills:
  - Notify the Incident Command Team of the date and time
  - On the day, call Oakland Fire Department (OFD), non-emergency number and advise them we are having a drill (510) 444-3322
  - Contact the alarm monitoring vendor, [REDACTED] and advise them we are having a drill and they are not to call the fire department
  - Use the public address system to announce that a fire drill is being conducted and sound the alarm
  - Note the start and stop time of the evacuation
  - When everyone is out notify OFD and the monitoring company the drill is complete
  - After the drill send a questionnaire to the Incident Command Team requesting their assistance in improving the drills.

## Section 6. Active Shooter / Intruder

### Report The Incident

[REDACTED]

[REDACTED]

[REDACTED]

If it is not safe to talk, keep the phone on so it can be monitored by the dispatcher.

- Call main office (510) 873-8800

Location where to meet if evacuating from:

#### Main Campus -

[REDACTED]

#### Newberry -

[REDACTED]

#### 2018 San Pablo (VA/DM Space)-

[REDACTED]

#### Sweet's Ballroom -

[REDACTED]

**SHELTER IF NECESSARY!**

## Section 7-A Evacuation Guidelines & Admin Roles

### **Incident Command**

Building Areas to be checked are:

- **Sweet's Ballroom**

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

- **Main Campus**

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

- **Newberry's – IM Department**

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

- o **2018 San Pablo (DVM Space)**

- o [Redacted]
- o [Redacted]
- o [Redacted]
- o [Redacted]
- o [Redacted]
- o [Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]



• [Redacted]

**Section 7-B Evacuation Guidelines & Admin Roles Continued**  
Evacuation Locations

**Main Campus and Newberry:**

[Redacted]

**Sweet's Ballroom**

[Redacted]

**Main Building:**

[Redacted]

**Main Campus areas to be checked are:**

Faculty/Staff assigned to check areas:

**3<sup>rd</sup> Floor Main Building:**

[Redacted]

**2<sup>nd</sup> Floor Main Building:**

[Redacted]

**Black Box & 105 –** [Redacted]

**Student Center & Restrooms –** [Redacted]

**Sweet's Ballroom**

[Redacted]

**2018 San Pablo (DVM Space)**

[Redacted]

**Newberry Building:**

[REDACTED] An evacuation or relocation will be initiated **only if** a condition or incident presents a threat to life safety.

## **Section 8. Power Outage Emergency Guidelines**

### **Preparing For An Outage**

- Update each student's emergency card
- Determine availability of portable lighting
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from pathways
- Check OUSD PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Teachers should have alternative teaching methods & plans for STAGE 3 only
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary breaks during this period.
- Have flashlights and replacement batteries available for the restrooms and other locations with no windows.
- Ask staff and students to have seasonal warm clothing available
- Use surge protectors for all computer equipment, major appliances, and electronic devices
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

### **During An Outage**

- According to AT&T, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building
- Use a buddy system when going to the restrooms
- DO NOT USE candles or gas lanterns
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and with some preparation, business can be conducted as close to normal as possible

### Section 9. Damage Assessment Form

Location	Damage Code Location Damage Code

Floor Searched: \_\_\_\_\_ Date/Time: \_\_\_\_\_  
 Searched by: \_\_\_\_\_  
 Damage Codes:

A = Fire G = Cracked ceiling M = Gas Leak B = Cracked walls H = Water leak N = Aisle obstructed  
 C = Trapped victim I = Chemical spill O = Restroom D = Cracked window J = Disabled needs assistance  
 P = Plumbing E = Stairwell obstructed K = Electrical F = Furniture tipped L = Door jammed

### Section 10. Emergency Drill Review

Date: \_\_\_\_\_ Time of Drill: \_\_\_\_\_ AM / PM  
 Scenario:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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Buildings involved:

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Observers:

NAME DEPARTMENT

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Problems noted:

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Recommended mitigation:

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Signature\_\_\_\_\_ Date\_\_\_\_\_

## Section 10. Emergency Drill Review Continued

### Emergency Shutdown Checklist

- Call and email  
\_\_\_\_\_ Outside renters  
\_\_\_\_\_ Guests

\_\_\_\_\_ Food services  
\_\_\_\_\_ Cleaning Services

- File Insurance claim if applicable
- Emergency Community Notifications
  - \_\_\_\_\_ Families
  - \_\_\_\_\_ Staff

## Section 11. Bloodborne Pathogens

- What are bloodborne pathogens?
  - o Includes but not limited to hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV)
- How are bloodborne pathogens encountered?
  - o Cuts
  - o Nose bleeds
  - o Open wounds
- Working safely with bloodborne pathogens
  - o Always wear plastic gloves
  - o Wear mask if necessary

## Section 12. Visitors & Guests

### **All visitors to the main campus must enter on 18<sup>th</sup> Street.**

Visitors are required to sign in at the Campus Supervisor station. They will receive a Visitor Badge which must be visibly worn. The Campus Supervisor will contact the employee that the guest is requesting to see. No visitor will be allowed up stairs into the main campus unless there is an employee to greet/receive them.

Visitors are anyone who is not an OSA employee, including but not limited to:

- Parents/Guardians
- Vendors
- Former Students
- Former Employees

Guests visiting the Sweet's Ballroom or Newberry Building must sign in with the Campus Supervisor at these locations.

OSA is working with Alameda County's "Safe Routes To School" program to evaluate improved signage and crosswalk profiling within the school neighborhood.

## **Criminal Background And Fingerprinting**

Oakland School for the Arts complies with all requirements of Education Code sections 44237, 44830.1 and 45125.1. OSA shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice. OSA shall maintain on file and available for inspection evidence that:

- (1) OSA has performed criminal background checks and cleared for employment all employees prior to employment;
- (2) OSA has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and
- (3) OSA has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. OSA shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, OSA shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

## **Medication**

If your child needs to take any prescription medications while at school, you must provide: 1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, and 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement. For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

## **Immunization Requirements**

Students who do not comply with the vaccination requirements shall be excluded from school, meaning, 'No shots, no school'. State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All entering students must be up-to-date with immunizations according to OSA policy and the schedule provided by the California Department of Public Health. As of January 1, 2016, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently

required for entry into school in California. If you have a previous personal belief exemption, please reach out to your school to discuss next steps. Students may be exempted from this requirement for medical reasons only. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability.

Students who do not comply with the requirements shall be excluded from school. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

## Child Abuse Reporting

Oakland School for the Arts (OSA) Sexual Abuse Mandated Reporting Policy has been compiled in collaboration with Bay Area Women Against Rape (BAWAR); [laura@bawar.org](mailto:laura@bawar.org)

**Note:** Employees of Oakland School for the Arts (OSA) are required to complete the California Department of Social Services (CDSS) Mandated Reporter Training here: <http://educators.mandatedreporter.ca.com/default.htm>.

Under the Child Abuse and Neglect Reporting Act (CANRA), mandated reporters are required to report suspected child 1) physical abuse, 2) sexual abuse, 3) willful cruelty or unjustified punishment, 4) unlawful corporal punishment or injury, and 5) neglect. **A product of the Rape Prevention and Education (RPE) Program at OSA (2019-2023), this document refers only to a mandated reporter's duties to report the sexual abuse of a minor.** Please see the online CDSS Mandated Reporter Training (link above) for details regarding the other four reportable types of abuse.

### What qualifies as reportable sexual abuse/assault?

- Examples of sexual abuse/ assault
  - Rape; attempted rape; rape in concert (gang); incest; sodomy; fondling or unwanted sexual touching; lewd or lascivious acts upon a minor; forcing a minor to perform sexual acts such as oral sex or penetrating the perpetrator's body; penetration of the minor's body, child molestation; exhibitionism; masturbation in the presence of a minor or forcing the minor to masturbate; obscene phone calls or digital interaction; producing, owning, or sharing pornographic images or movies of children
- Commercially Sexually Exploited Children (CSEC) minors may experience:

- Indecent touching or exposure; use of sexually explicit language towards a minor; using minors in pornography; forcing or coercing a minor to participate in a sex act; street based child prostitution, live performance involving obscene sexual conduct; stripping; erotic massage; phone sex lines; early forced marriage; sexual slavery

What do I need to know to report?

- Only suspicion of sexual abuse is necessary to make a report (you do not need confirmation of the abuse)
- If there are two or more mandated reporters aware of same situation, only one report is necessary

How do I report?

1. Report to OSA administration by notifying Dean of Students, Armando Castro and/or Assistant Principal Rachel Dalton
2. Call Alameda County Department of Social Services immediately or as soon as possible. 510 258 1800
3. Complete a written report via the California Suspected Child Abuse Report (SCAR) form 8572 within 36 hours
  - a. [https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss\\_8572.pdf](https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf)
  - b. For SCAR form you will need:
    - i. Reporting party information (you)
    - ii. Victim information
    - iii. Involved party information
    - iv. General incident information

What protections do I have as a mandated reporter?

- Immunity is granted to mandated reporters (you are not civilly or criminally liable) ● Child Welfare Services (CWS) and/or local law enforcement will likely need your name for the report, but your identity can usually be kept confidential within those agencies/ anonymous to the general public (unless subpoenaed to testify)
- State laws don't require parent notification
  - You are not obligated to disclose any information to parents or another party (besides OSA administration, CWS, and/or local law enforcement agency) after making a report

What will happen after I make a report?

Child Welfare Services (CWS) or local law enforcement will investigate

- They will classify the report as 1) unfounded, 2) substantiated, or 3) inconclusive
- It often takes 3-10 days for CWS to investigate if the child is not in immediate danger

What do I need to know when talking to a minor about a disclosure of sexual abuse?

- **Make your mandated reporting duties known to all students prior to any disclosures if possible - some teachers put a sentence about this in their syllabus, or create signs that say "ask me what it means to be a mandated reporter" for their classrooms**
- Tell the minor you are glad they informed you and you are sorry about what happened
- Monitor your own responses/ reactions



- Let the minor know it's okay to talk to you about it
- Assure that the abuse was not the minor's fault
- Allow them to speak in a free and open manner
- Do not ask leading questions
- Reinststate that you believe the minor
- Make no promises or guarantees about what will happen
- Give the minor some sense of next steps (tell them what making a report looks like, ask them how updated they'd like to be, what support they need, etc.)
- Do not subject the minor to multiple interviews or become an investigator (collect only basic information that the minor shares willingly)

Do I need to report "consensual" sex between minors?

- The age of consent in California is 18, so no sex between minors is legally consensual. However, sex between minors that feels consensual to both parties does not necessarily need to be reported by mandated reporters. Please see the relevant age gap provisions:  
[https://www.healthiersf.org/resources/SHM/Section%20H\\_Sensitive%20Issues\\_Confidentiality\\_Child%20Abuse%20Reporting/CA\\_sex\\_reporting\\_jul04.pdf](https://www.healthiersf.org/resources/SHM/Section%20H_Sensitive%20Issues_Confidentiality_Child%20Abuse%20Reporting/CA_sex_reporting_jul04.pdf)

## **Disciplinary Guidelines & Restorative Practices**

The goal of the OSA discipline program is to ensure that student behavior supports an environment in which academic achievement and artistic excellence can flourish. OSA staff will communicate these expectations regularly at student meetings and assemblies. Our application of "discipline" is not simply intended to deliver punishments for breaking rules, it is founded on the practice of community building, self-assessment, and self-discipline.

The assumption is that most minor disruptive behavior and consequences are handled by the classroom teacher, and that students are referred to the Dean or Assistant Principal when they do not meet classroom expectations and procedures.

### **Restorative Practices**

Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Some Restorative Practices used by teachers (but not limited to):

- Conference with student
- Phone call home
- Parent conference
- Move a student's seat
- Meeting at lunch
- Staying after class

- After school detention
- Conference with Dean/Principal
- Confiscation of electronic device

Some common consequences used by the Dean or Principal are (but not limited to):

- After school/Saturday detention
- In school suspension
- Parent conference
- Behavior Improvement Plan
- Student Contract
- Community Service Hours
- Restorative Circle

## **Grounds for Disciplinary Action**

All students are subject to disciplinary action when involved in any of the acts listed below while the student is on school grounds or at a school activity, during lunch time (on or off campus), or while the student is going to or coming from school, home, or a school activity.

The following are grounds for any disciplinary action

- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, or any other school personnel in the performance of their duties
- Engaging in a direct or indirect verbal or digital assault that leaves any member of the community feeling demeaned, degraded, or at risk for further assault or taunting
- Causing, attempting to cause, encouraging others to cause, or threatening to cause, physical injury to another person or themselves 18
- Use of racial, sexual orientation/ identification or slurs and/or derogatory language towards or about other's physical, mental or emotional ability status
- Habitual tardiness
- Violating classroom rules established by teachers
- Committing an obscene act or engaging in profanity or vulgarity
- Intentional deception (i.e. cheating, plagiarism, or forgery)
- Cutting classes and/or school activities and leaving class or campus without authorization
- Possession or distribution of lewd or obscene images/material
- Inappropriate, excessive public displays of affection

- Violation of the Computer Use Policy
- Sexual harassment of any kind
- Sexual misconduct, consensual or not
- Violation of the Dress Code
- Unauthorized use of electronic devices
- Gambling
- Vandalism and property damage
- Theft, robbery, burglary
- Truancy

### **Anti-bullying policies**

Acts of bullying are to be reported to the Dean of Students or School Counselors. An investigation process and possible disciplinary action(s) will begin after an incident report is completed. Students and families are prohibited from retaliation against anyone who reports suspected bullying.

OSA's Bullying Prevention Policy is also available on the OSA website; [www.oakarts.org](http://www.oakarts.org)

### **Suspension & Expulsion Policies**

The following may result in suspension or expulsion from OSA

#### *Behavior*

- Any behavior constituting a clear and present danger to the lives, safety, or health of students or school personnel

#### *Violence*

- Willfully using force or violence upon another person that results in a serious injury.

#### *Distribution of Controlled Substances*

- The offering of controlled substances for use by another person, whether or not money has changed hands

#### *Weapons & Contraband Possession/Distribution*

- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object

#### *Property Violation/Damage*

- Stealing or attempting to steal school property or private property
- Knowingly receiving stolen school property or private property
- Graffiti (including possession of spray cans or markers)
- Unauthorized use of school keys

- Possessing or attempting to explode or ignite a destructive device, explosive, fireworks, or firecracker
- Trespassing
- Arson

#### Harassment/Assault

- Committing or attempting to commit robbery or extortion
- Causing or attempting to cause damage to school property or private property
- Committing or attempting to commit sexual assault or committing sexual battery
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a disciplinary proceeding for the purpose of preventing the pupil from being a witness or retaliating against the pupil for being a witness, or both
- Cyberbullying or harassment through social media
- Committing sexual harassment
- Causing, attempting or threatening to cause hate violence
- Intentionally engaging in harassment, threats or intimidation against another pupil which is severe enough to disrupt the other pupil's class work or creates substantial disorder, or invades the rights of a pupil or a group of pupils by creating an intimidating or hostile educational environment; bullying
- Making terrorist threats against school officials or school property
- Hazing

#### Discrimination/Harassment/Intimidation/Bullying

Oakland School for the Arts prohibits unlawful discrimination against any protected group as identified under Education Code 200 and 220, and Government Code 11135, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title 9, and AB 9: Seth's Law. The Governing Board prohibits unlawful discrimination, harassment, intimidation, or bullying based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school under the jurisdiction of Oakland School for the Arts. Violation of this policy is grounds for any disciplinary action.

Process for receipt and investigation of complaints regarding discrimination, harassment, intimidation, or bullying:

§ If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. § Complaints lodged by students, parents, or staff will trigger an investigation by the school principal or his/her designee. A decision or report will be communicated to the complainant within 60 calendar days from the receipt of the complaint. The 60-day timeline may be extended with written agreement of the complainant. The investigation will be conducted in accordance with Section 4600-4695.

§ Oakland School for the Arts prohibits any form of retaliation against any complainant or witness in the complaint process, and will take necessary steps to ensure that the identity of the complainant(s) and witness(es) alleging discrimination, harassment, intimidation, or bullying will remain confidential, as appropriate. - If the complainant disagrees with the school's resolution, he or she is entitled to an appeal. Appeals may be made to the school principal.

## **School Discipline**

The Executive Director shall have the ultimate authority to determine appropriate disciplinary action. Direct appeals go to the OSA Board of Directors.

### **In-School Service**

- As part of the school's disciplinary program, students may be required to complete assigned tasks on campus to benefit the school community.

### **Detention**

- When a student is assigned a detention they are to report to the designated faculty or staff member where they will work on assigned tasks.

### **Suspension**

- When suspended, students are denied the right to attend classes and any school-related activities, or to access the campus for the designated period of time. Parents may be required to participate in a conference with school administration prior to the student's return to school. In the case of short suspensions, and/or first-time suspensions, this could take place as a phone conversation. For longer term or repeat suspensions families will be required to meet in person with a school administrator before the student will be allowed to return to the campus. This conversation will include a specific discussion of the student's offense and the terms of the contract the student may be asked to sign prior to returning to the school. The time allowed to make up missed work will be equivalent to the length of the suspension. For example, a student suspended from school for three (3) days must make up for missed work within three (3) days of his/her return to school. Students are required to complete all assignments and tests missed during any period of suspension.

### **Behavior Improvement Plans**

- Behavior improvement plans may be used when a student has repeatedly broken school rules and needs to be monitored by a school administrator. Families will be part of the development of the contract. Such plans may include certain stipulations that the student will be required to meet. Failure to follow the guidelines of the plan may result in loss of school privileges as well as restrictions on performance privileges.

### **Emergency Situations**

- A student may be suspended without a conference if the Principal or designee determines that an emergency situation exists. An emergency situation is defined as a situation determined by the Principals or designee to constitute a clear and present danger to the lives, safety or health of pupils or school personnel. In such situations, the school also reserves the right, with or without contacting parents, to notify local police and allow them to proceed as they deem necessary. 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 (2) 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.

#### Expulsion and Disciplinary Hearings

Violations of the OSA behavior policy will be handled by the school administration, specifically the Assistant Principal and/or Dean of Students. When discipline is warranted that reaches the level of suspension or expulsion, OSA will develop written reports and statements that will be delivered to the family at a formal meeting, which shall also include the student. Students who have been removed from the educational environment for any reason shall be provided with academic work and will be given full credit for completed work. This exclusion will be at the discretion of the Executive Director of the School. Should a situation occur that reaches the level of expulsion as defined in the student handbook, the Executive Director will prepare a report that will be presented to the OSA Board of Directors in a closed session at the first available board meeting. The OSA Board will make the final determination regarding the disposition of the student. Oakland Unified School District will be informed of the outcome of any such hearing.

Prior to suspension and/or expulsion, the student and the student's family will be provided with full due process. This means having the opportunity to communicate any information regarding the incident to the school authorities undertaking the investigation, access to all materials and documents related to the case, and full knowledge of all procedures put into motion and the possible outcomes of those procedures. Due process shall also include written notice of the specific circumstances surrounding any disciplinary action and the opportunity to respond to any allegation. Prior to the formalization of any suspension or expulsion proceeding, the student and the student's family will have the right to meet with the Executive Director of the school and/or the Director's Designee. Student and parent will have the right to inspect all evidence related to the allegation. The burden of proof will be on the school to present evidence that demonstrates a specific rule or provision has been violated. 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 the school, the students or the OSA staff.

#### Student/Family Notification Requirements

Each stage of a disciplinary proceeding requires timely notification of student/family:

##### Notice of Suspension:

Written or verbal notice informing the student/family of the student's name, date of offense, offense, and length of suspension. Notice of Extension to Suspension Pending Expulsion -- If the school decides to pursue an expulsion, written or verbal notice informing the student/family that the student's suspension has been extended until the hearing date.

Notice of Expulsion Hearing -- Written notice which informs the student/family of the time, date and location of the expulsion hearing as well as their due process rights and their right to appeal the scheduled date. The charter school will provide the notice of expulsion to the OUSD Office of Charter Schools (OCS) at the same time as family notification so that an OCS representative may attend the hearing.

The Notice of Hearing shall include, at a minimum:

- The date and place of the hearing
  - A statement of the specific facts and charges upon which the proposed expulsion is based
  - A copy of the school's disciplinary rules that relate to the alleged violation
  - Notice to parents of their obligation to inform a new school district in which the student enrolls of his or her status with the charter school (Education Code section 48915.1(b))
- Notice of Decision/Expulsion -- A written document which informs the student/family of the outcome of the expulsion hearing. If the student has been expelled, the notice should include all elements outlined in the Expulsion Documentation Requirements section of this policy.

The recommended practice for OUSD-authorized charter schools is to provide student/families with a notice of expulsion hearing no less than 10 calendar days prior to the hearing and to conduct the expulsion hearing within 30 days of the expellable offense, barring an extension mutually agreed upon by student/family and school.

Discipline matters that involve students with IEPs or 504 plans shall conform to all applicable state and federal laws. Fair hearing practices and mediation processes, where appropriate, will be adhered to. Student Study Teams and IEP Teams may be involved in this process as well in order to determine how to best meet the needs of the student and family while still following applicable laws and regulations related to discipline violations.

#### Disciplinary Records

The State of California requires the school to specifically identify each suspension or expulsion of a student, by the offense committed, in all of the student's appropriate official records. This record must be sent to any school in which the student subsequently enrolls. The State also allows for the suspension of any order to expel for a period not more than one calendar year, as well as the expunging of records provided that the student successfully completes a rehabilitation program that is deemed appropriate by the school Principal.

#### Law Enforcement and Social Services

Upon presentation of proper identification to the Principal or designee, police officers and social workers 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 or social worker, and the place where 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 or social worker with the address and telephone number of the minor's parent.

#### Due Process Rights

In applying the discipline policies, all school staff members are expected to treat all students in a consistent, fair and equitable manner and to assure due process for all students.

Parents and students have the following rights:

- Be informed of the policies and rules governing student conduct and discipline
- Be informed of charges of misconduct and the evidence used as a basis for the charges

- Present his/her version of the facts and any supporting evidence or testimony to the appropriate school administrator
- Have a conference with school staff
- Be notified in advance of any disciplinary hearings
- Call witnesses, and appear and be represented in disciplinary hearings

#### Liability for Damages and Losses

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in damage or injury to school staff, volunteers, students or property. OSA may withhold from students and parents the grades, diplomas or transcripts of the student responsible until such damages are paid or the property is returned. Restitution could include voluntary work/service to the school in lieu of monetary payment.

#### Prevention of Injury

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 the purpose of self-defense or to obtain possession of weapons or other dangerous objects within the control of the pupil.

## **Sexual Harassment Prohibition Policy**

*COMPLETE SEXUAL MISCONDUCT POLICY AND PREVENTION ON WEBSITE: <https://www.oakarts.org/>*

Oakland School for the Arts is committed to creating and sustaining an educational environment in which students, faculty, and staff can thrive in an atmosphere that is open, healthy, safe, and supportive. In alignment with this commitment and in interest of adhering to federal and state law requirements, OSA aims to establish an environment where there is no tolerance for sexual misconduct and sexual violence as these types of actions are damaging and traumatic to the victims and have no place in our school community. OSA will take any and all action needed to prevent, correct, and discipline behavior that violates this standard of conduct. Due diligence will be used to ensure the disciplinary review and any appropriate action be taken as expeditiously as possible. OSA will make a diligent effort to educate students in regards to sexual misconduct, train staff in appropriately addressing situations of sexual misconduct, and provide assistance and support to victims of sexual misconduct in a consistent and sensitive manner. This policy is applicable regardless of sexual orientation and/or gender identity of individuals engaging in sexual activity.

[REDACTED]



[REDACTED]

Who Does The Policy Apply To?

- Harassment by students
- Harassment by administrators/teachers/staff
- Harassment by volunteers or school visitors

Reporting Sexual Harassment or Misconduct

Any student who believes that they have been subjected to sexual harassment by another student, an employee, or third party who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, an administrator or Title IX coordinator: Director of Operations, email lcheatham@oakarts.org ; Tel: 510-873-8800

Disciplinary Action

*Staff:* a substantiated charge against an employee or agent of OSA 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:* Upon investigation of a sexual harassment complaint, any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Restorative Practices will be implemented when possible. For students in grades 6-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. A substantiated charge against a student shall subject that student to disciplinary actions which may include but are not limited to verbal warnings, reprimands, counseling, suspension, or expulsion, consistent with the State Education Code and this handbook. (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

## Oakland School for Arts Suicide Prevention Policy

The Governing Board of Oakland School for the Arts recognizes that suicide is a leading

cause of death among youth and that an even greater amount of youth consider (17% of high school students) and attempt suicide (over 8% of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. SCS acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which works to create a safe and nurturing culture that minimizes suicidal ideation in students.

Recognizing that it is the duty of Oakland School for the Arts to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate support for students, staff, and families affected by suicide attempts and loss. As it is known that the physical, behavioral and emotional health of students greatly impacts school attendance and educational success, this policy shall be paired with other practices that support the emotional and behavioral wellness of students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Oakland School for the Art's suicide prevention team (made up of the school social worker, school psychologist, an MFT and an MFTa) shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff and any other individuals in regular contact with students.

Oakland School for the Arts suicide prevention team shall develop and implement preventive strategies and intervention procedures that include the following:

## **Prevention**

1. [REDACTED]
2. Staff Professional Development All Staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self- harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be offered to school employed mental health professionals.

3. Youth Suicide Prevention Programming Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all middle and high school health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small- group suicide prevention programming for students.
  
4. Publication and Distribution This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

**Intervention Assessment and Referral**

[Redacted]

[Redacted]

[Redacted]

**Action Plan for In-School Suicide Attempts**

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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[Redacted]

**Action Plan for Out-of-School Suicide Attempts**

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

## Supporting Students after a Mental Health Crisis

[Redacted]

[Redacted]

## Re-Entry to School After a Suicide Attempt

[Redacted]

[Redacted]

[Redacted]

## Postvention

[Redacted]

[Redacted]

