



TO: Board of Education
FROM: Anthony Smith, Ph.D., Superintendent
Philip Dotson, Acting Coordinator;
Office of Charter Schools

Legislative File
File ID No.: 12-3246
Introduction Date: 12/12/2012
Enactment No.: 13-0275
Enactment Date: 2/13/13
By: OA

DATE: February 27, 2013
RE: East Oakland Leadership Academy High
Charter Renewal Request

ACTION REQUESTED:

Deny the East Oakland Leadership Academy High (EOLAH) charter renewal because the charter school has not met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have not met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably likely to successfully implement the program as set forth in the petition.

BACKGROUND:

I. School Description and Key Program Elements:

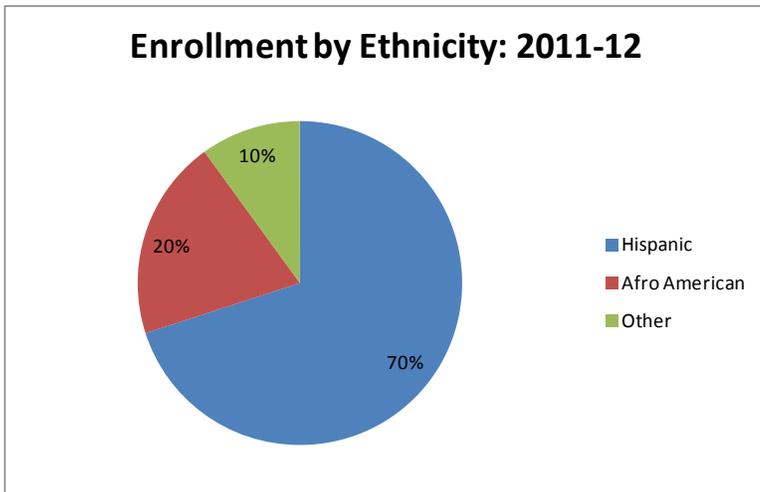
Opening Year	2008	Grades	9-12
Term	Five Years	Attendance Area	Castlemont
Renewal Date	6/30/2013	Board District	6
Term	First	Funding	Direct Funded
CMO School	No	Program Improvement	No

The school is currently in Program Improvement Year 1

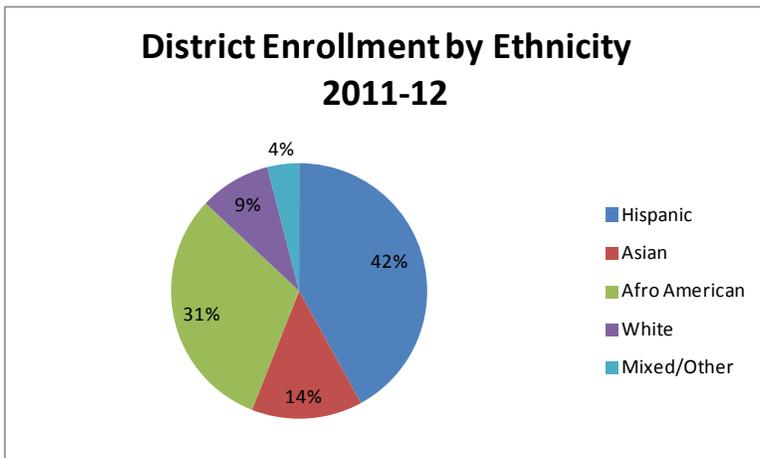
The following table describes the school's enrollment over-time:

YEAR	2008-09	2009-10	2010-11	2011-12	2012-13
GRADES	9	9-10	9-11	9-12	9-12
ENROLLMENT	27	48	54	67	54

The charter school's enrollment demographics are as follows (CDE data):



The district's enrollment demographics are as follows (CDE data):



	2008-09	2009-10	2010-11	2011-12	2012-13
Free & Reduced Lunch *	100%	43%	87%	81%	100%
Special Education	0%	0%	0%	1%	2%
English Language Learners	61%	43%	28%	22%	27%

*NOTE: Schools have reported the free & reduced lunch percentages upon request, which are reported here. Charter schools are not required to report free and reduced lunch status, but are required to report poverty levels, which involves a slightly different matrix. Schools have also reported Special Education and English Language Learners as part of the Renewal Performance Report.

The District's current special populations as a percent of enrollment are approximately (District and CDE data):

Oakland Unified School District	2012-13
Free & Reduced Lunch	70%
Special Education	12%
English Language Learners	30%

Program Summary:

School Mission:

(Excerpt from the EXISTING, approved charter petition)

East Oakland Leadership Academy High School's (EOLAH's) goal is to provide strong academic skills in Language Arts & Literature and Mathematics to minority and socio-economically disadvantaged students. EOLAH will serve inner city students in the ninth to twelfth grades. We believe that attendance is a critical factor of academic success. The curriculum is designed to enhance the academic skills of the minority and socio-economically disadvantaged students we serve by utilizing small, structured classrooms that will provide the discipline and individualized attention necessary for success. EOLAH will provide the discipline and individualized attention necessary for success. EOLAH will also provide instruction to develop student's academic skills to make them productive members in a capitalist society. Achieving these goals will be a collaborative effort between school, family, and community members.

Program's Distinguishing Features:

(Excerpt from the EXISTING, approved charter petition)

East Oakland Leadership Academy High seeks to educate low income, minority students from East Oakland, CA. East Oakland Leadership Academy High's highest priority is improving the academic achievement of this traditionally underserved student population and closing the achievement gap. EOLAH's educational program is based on the educational needs of the following student profile:

- *Students who are underachieving in core academic subjects;*
- *Students whose academic needs call for a small school environment with personalized attention;*
- *Students whose academic needs are not being met in a traditional large school environment; and*
- *Students who benefit from a structured learning environment.*

The student population that EOLAH will serve residents primarily in East Oakland and attendants of East Oakland Leadership Academy (K-8) and other community public schools in the East Oakland area. Many of the students coming from the neighboring schools have performed below grade level, receive free or reduced lunch, and live at or below poverty level.

EOLA High will help these students increase their academic performance by providing curriculum aligned with district and state standards, before and after school tutoring to specifically address the needs of students. Report cards from the previous school year will be used as indicators of past performance until teacher observations and other assessments can be utilized to develop Individual Learning Plans (ILP) for all students.

This includes traditionally underserved students of color, low-income students, English Language Learners, and students with Special Education needs. We passionately believe that all students can excel academically despite the daunting challenges many face. Our program identifies and builds on the strengths of our students, their parents, and their local communities, rather than any perceived deficits. EOLAH is dedicated to providing high need students in urban communities an educational option that can meet their unique needs and move them towards graduation.

NOTE: The material above is an excerpt from the school's currently approved charter petition.

GOVERNING LAW:

Under the California Charter Schools Act, authorizers are required to apply the “standards and criteria” set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act

A school district governing board shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.

The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
- (5) The petition does not contain reasonably comprehensive descriptions of all of the [required charter elements.]

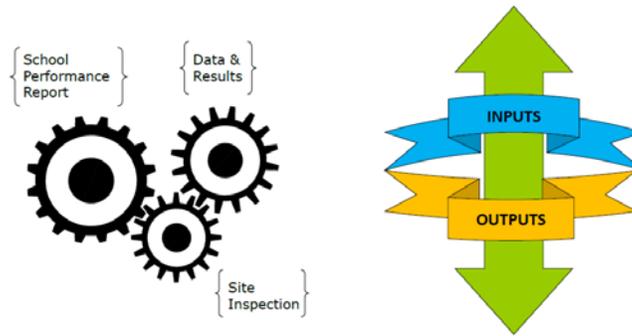
II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

The Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** so that charter renewal **may be considered**.

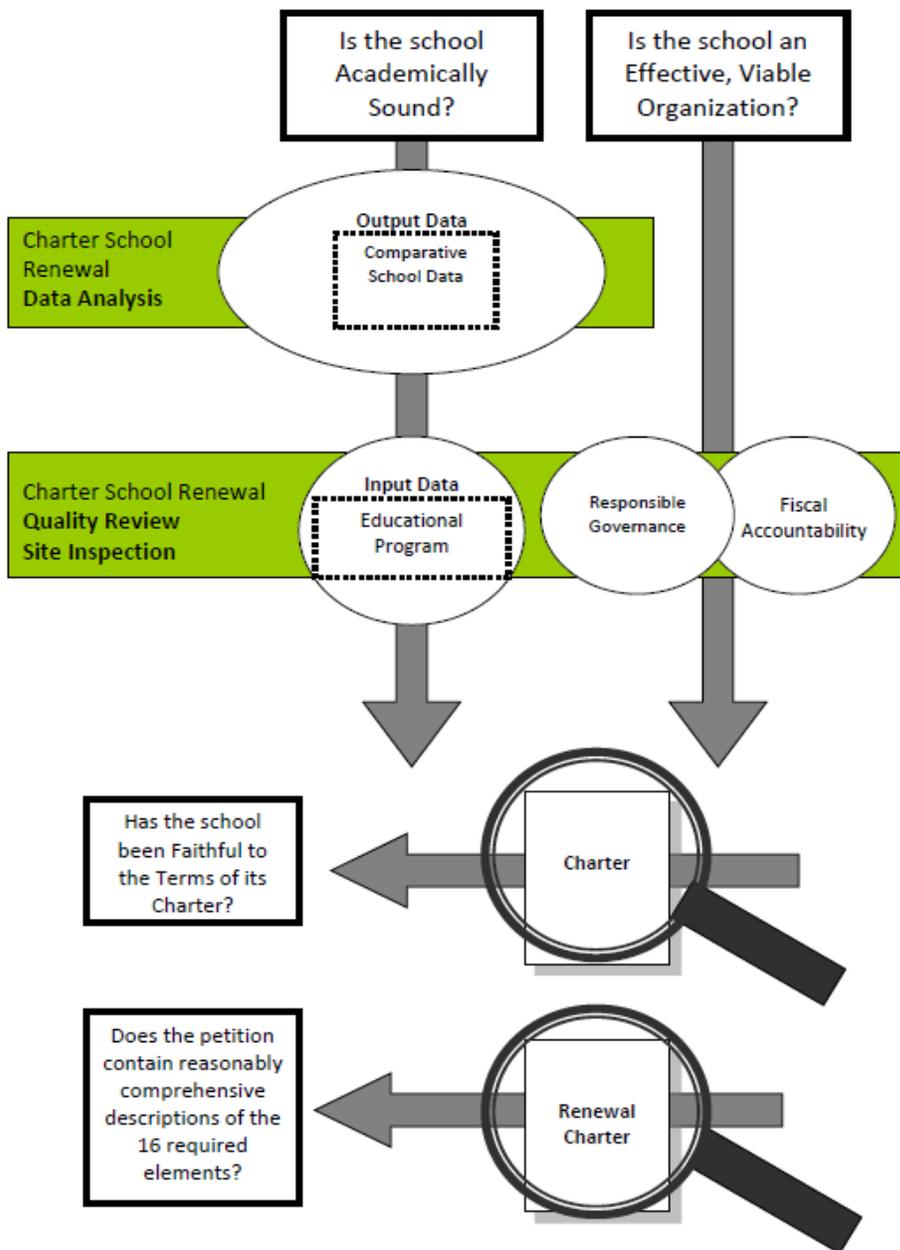
EAST OAKLAND LEADERSHIP ACADEMY HIGH: SB 1137 CRITERIA FOR RENEWAL	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Y
Did school attain API Growth Target in two of last three years?	N
Did school attain API Growth Target in the aggregate of the prior three years?	Y
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	*
Is the school ranked 4 or higher on API in two of last three years?	*
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	*
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	*
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	N/A
5. Has the school qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052 (Alternative School Accountability System – ASAM)?	N/A

**** EOLAH's enrollment has consistently been below 60 students. Due to its small enrollment size, CDE has not generated an API rank or Similar Schools Rank for EOLAH during all years of the prior charter term.***

Staff evaluation of charter schools for purposes of renewal involves the following effort to triangulate the evidence base in support of a recommendation of approval or denial of the charter renewal request:



ANALYZING A CHARTER SCHOOL’S PERFORMANCE FOR THE PURPOSES OF RENEWAL:



PLEASE NOTE:

This report is not exhaustive. Many areas could be explored with greater depth of coverage and many aspects of the evaluation set forth here warrant further discussion and elaboration. The intent is to provide adequate evidence upon which to base a charter renewal decision, while lending credence to the overall staff recommendation.

Renewal Standard I: Is the school academically sound?

The following is an analysis of the extent to which the school has met its measurable pupil outcomes as stated in its charter.

1	Measurable Pupil Outcomes	Instrument	Target
	95% attendance rate	Attendance rate	95%

2008-09	2009-10	2010-11	2011-12	2012-13
97.35%	96.76%	94.31%	92.81%	94.31%

2 out of 5 years

NOT MET

2	Measurable Pupil Outcomes	Instrument	Target
	No more than 5% HS drop-out rate	Dropout rate	No more than 5%

CDE Does not host dropout rate for EOLAH due to lack of data – likely as a result of small senior class size.

2008-09	2009-10	2010-11	2011-12	2012-13
No 12 th Grd	No 12 th Grd	No 12 th Grd	15 Seniors compared with 27 9 th grade four years prior = 40% attrition rate	8 Seniors compared with 25 9 th grade four years prior =70% attrition rate

Year	9th	10th	11th	12th	Total
08/09	27				27
09/10	25	23			48
10/11	18	17	19		54
11/12	23	17	12	15	67
12/13	20	19	7	8	54

NOT MET

3	Measurable Pupil Outcomes	Instrument	Target
	API Similar school score of 7 by 3rd year	API Similar School score	Score of 7 by 3 rd year

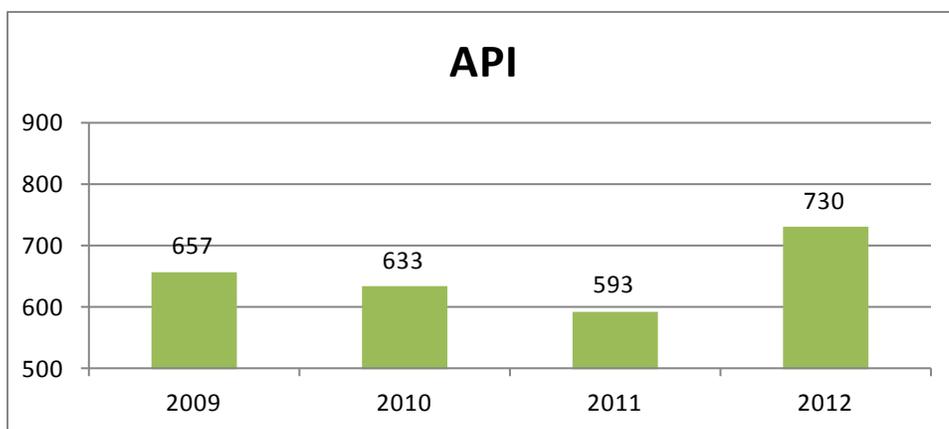
2008-09	2009-10	2010-11	2011-12	2012-13
N/A	N/A	N/A	N/A	N/A

Due to under-enrollment, CDE has not produced a similar schools ranking for EOLAH.

Charter states:

“Benchmark: Continual rising scores with the API”

As evidenced here, the school has had continual declining scores with the API until only the prior year.



NOT MET

4	Measurable Pupil Outcomes	Instrument	Target
	Meet all AYP targets annually	AYP	Meet all AYP targets annually

2008-09	2009-10	2010-11	2011-12
NO	NO	YES	YES
4 out of 5	3 out of 4	4 out of 4	4 out of 4
80%	75%	100%	100%

2 out of 4 years

PROGRESS TOWARDS MEETING

5	Measurable Pupil Outcomes	Instrument	Target
	Minimum 70% 10th graders passing CAHSEE (p. 26)	CAHSEE	Minimum 70% 10 th graders passing CAHSEE

ELA – CAHSEE 10th Grade Pass Rate

2008-09	2009-10	2010-11	2011-12	2012-13
N/A	N/A	65%	73%	81%

2 out of 3 years

SUBSTANTIAL PROGRESS TOWARDS MEETING

MATH – CAHSEE 10th Grade Pass Rate

2008-09	2009-10	2010-11	2011-12	2012-13
N/A	N/A	65%	60%	81%

1 out of 3 years

NOT MET

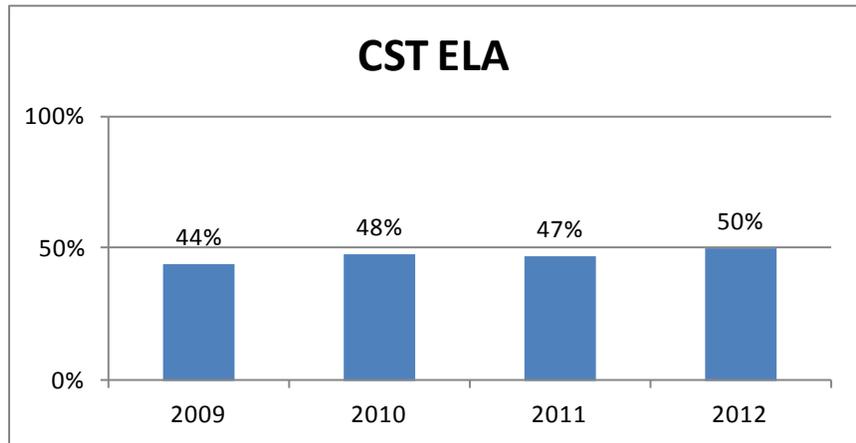
EXTENT TO WHICH CHARTER SCHOOL HAS MET MEASURABLE PUPIL OUTCOMES:

School **failed** to meet 3.5 of its 5 measurable pupil outcomes as set forth in their charter.

STAR Testing Performance, API Results, & AYP Results

CST English Language Arts (Performance Over Time)

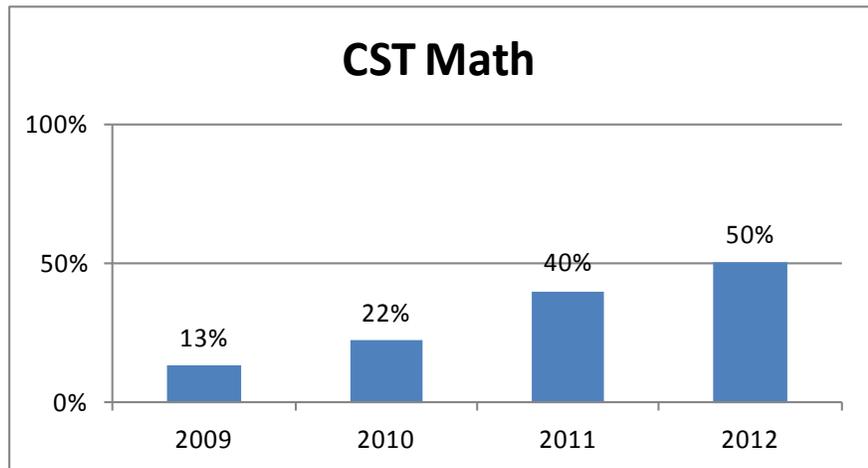
YEAR	Prof./Adv.
2009	44%
2010	48%
2011	47%
2012	50%



Charter school has demonstrated little to no growth in English Language Arts performance over the life of the charter term.

CST Mathematics (Performance Over Time)

YEAR	Prof./Adv.
2009	13%
2010	22%
2011	40%
2012	50%



Charter school has demonstrated consistent and substantial growth in math performance over the life of the charter term.

WASC

At the time of this report **East Oakland Leadership Academy High** is the **ONLY public high school** (*district or charter*) that is **NOT ACCREDITED** by WASC (*Western Association of Schools and Colleges*).

Below is an extract from WASC database:

1 [East Oakland Leadership Academy High](#) (9 - 12)
2607 Seminary Avenue
Oakland, CA 94605
Charter School
Candidate For Accreditation

ALL OTHER Oakland public high schools (*district and charter*) are currently listed as “Accredited”

Charter Petition States:

“Prior to February 1, 2008, East Oakland Leadership Academy High School will apply and seek WASC accreditation through the filing of an application. We will then await a visit from the WASC school visitation committee.”

EOLAH has a scheduled WASC visit for March 17-20, 2013.

At the time of this report, multiple requests to receive and/or review the school’s required WASC report has not been responded to. A WASC visiting committee would typically already be in possession of such a report at this late date (five weeks away.) There is no evidence that thorough preparation has occurred or that a quality WASC report has been generated to ensure a successful accreditation process.

The school’s Director has indicated that the responsibilities of the WASC accreditation have been placed on one of the full-time teaching staff at the high school.

Comparison Analysis

Comparison Measure: **API**

➤ Similar Grades Served: 9-12



OAKLAND CHARTER SCHOOLS

School	Grade	2009	2010	2011	2012	Average
Oakland Charter Academy	9th-12th	955	961	938	956	952.5
American Indian	9th-12th	946	976	964	928	953.5
Lighthouse	9th-12th	726	758	794	758	759.0
Oakland Military	9th-12th	708	728	762	743	735.3
Oakland Unity	9th-12th	677	698	735	705	703.8
East Oakland Leadership High	9th-12th	657	633	593	730	653.3
LPS College Park	9th-12th	554	617	605	688	616.0
ARISE	9th-12th	507	484	569	554	528.5

OUSD DISTRICT SCHOOLS

School	Grade	2009	2010	2011	2012	Average
Oakland Tech	9th-12th	643	686	706	725	690.0
Life Academy	9th-12th	659	662	658	719	674.5
Skyline	9th-12th	667	-	665	652	661.3
East Oakland Leadership High	9th-12th	657	633	593	730	653.3
Oakland High	9th-12th	633	648	652	612	636.3
Coliseum College Prep	9th-12th	591	605	615	661	618.0
<i>College Preparatory Academy**</i>	9th-12th	582	606	613	587	597.0
<i>Media College Prep**</i>	9th-12th	600	620	613	524	589.3
<i>East Oakland School for Arts**</i>	9th-12th	554	535	614	599	575.5
<i>Leadership Preparatory**</i>	9th-12th	516	527	584	561	547.0
<i>CBIT**</i>	9th-12th	527	511	544	529	527.8
<i>Mandela High **</i>	9th-12th	557	537	539	522	538.8
McClymonds	9th-12th	544	530	519	493	521.5

**** OUSD has significantly restructured these schools as of 2012-13, formally closing them to be replaced by a single re-designed comprehensive high school on each campus, removing principals, and reconstituting many staff members.**

Comparison Measure: **CST ELA**

➤ Similar Grades Served: 9-12

CST-ELA

OAKLAND CHARTER SCHOOLS

CST-ELA

School	Grade	2009	2010	2011	2012	Average
American Indian	9th-12th	100	94.7	100	87.1	95.5
Oakland Charter Academy	9th-12th	100	94.3	87.1	85.7	91.8
Lighthouse	9th-12th	30.6	42.6	58.5	56.6	47.1
East Oakland Leadership High	9th-12th	43.5	47.8	46.7	50	47.0
Oakland Military	9th-12th	39.7	43.3	52.1	47.3	45.6
Oakland Unity	9th-12th	38.6	35.6	52.5	39.7	41.6
LPS College Park	9th-12th	21.8	22.4	26.9	30.1	25.3
ARISE	9th-12th	15.1	7.1	36.2	26.7	21.3

OUSD DISTRICT SCHOOLS

CST-ELA

School	Grade	2009	2010	2011	2012	Average
Oakland Tech	9th-12th	47.7	54.8	55.3	57.4	53.8
Skyline	9th-12th	50.7	51	44.8	43.8	47.6
East Oakland Leadership High	9th-12th	43.5	47.8	46.7	50	47.0
Oakland High	9th-12th	43.8	39.5	43.2	28.2	38.7
Life Academy	9th-12th	35.6	35	32.7	50	38.3
<i>East Oakland School for Arts**</i>	9th-12th	34.1	13.3	34	47.6	32.3
<i>Media College Prep**</i>	9th-12th	19	34.8	29.6	28.6	28.0
<i>College Preparatory Academy**</i>	9th-12th	29.1	25	27.6	19	25.2
<i>CBIT**</i>	9th-12th	29.1	25	27.6	19	25.2
Coliseum College Prep	9th-12th	18.2	21.7	28.6	28.4	24.2
<i>Mandela High**</i>	9th-12th	20.2	18.1	25	21.4	21.2
<i>Leadership Preparatory**</i>	9th-12th	20.2	13.8	19.4	30.4	21.0
McClymonds	9th-12th	18.4	17.6	25.7	15.8	19.4

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Comparison Measure: **CST MATH**

➤ Similar Grades Served: 9-12

CST-MATH

OAKLAND CHARTER SCHOOLS

CST-MATH

School	Grade	2009	2010	2011	2012	Average
American Indian	9th-12th	100	100	100	95.7	98.9
Oakland Charter Academy	9th-12th	95.5	94.3	100	97.1	96.7
Lighthouse	9th-12th	53.1	48.9	74.5	74.1	62.7
Oakland Unity	9th-12th	47.7	44.1	74.6	41.9	52.1
Oakland Military	9th-12th	28.9	36.5	43.4	45.4	38.6
East Oakland Leadership High	9th-12th	13	21.7	40	50	31.2
LPS College Park	9th-12th	26	36.1	23.5	37.5	30.8
ARISE	9th-12th	15.7	12.7	43.8	36.7	27.2

OUSD DISTRICT SCHOOLS

CST-MATH

School	Grade	2009	2010	2011	2012	Average
Oakland Tech	9th-12th	46.6	51.8	52.6	59.1	52.5
Oakland High	9th-12th	52.2	41.8	48	37.3	44.8
Skyline	9th-12th	50.3	47.4	42.4	38.4	44.6
Life Academy	9th-12th	37.3	40	38.2	44.6	40.0
College Preparatory Academy**	9th-12th	35.7	28.4	32	32.4	32.1
East Oakland Leadership High	9th-12th	13	21.7	40	50	31.2
East Oakland School for Arts**	9th-12th	18.8	22.6	29.1	29.8	25.1
CBIT**	9th-12th	29.1	25	27.6	19	25.2
Mandela High**	9th-12th	25.6	30.7	22.1	16.7	23.8
McClymonds	9th-12th	22	14.8	45	8.8	22.7
Coliseum College Prep	9th-12th	13.9	19.1	21.6	33.2	22.0
Leadership Preparatory**	9th-12th	17.4	12.9	17.2	33.3	20.2
Media College Prep**	9th-12th	20.2	23.3	16.4	19.4	19.8

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Comparison Analysis: 10th GRADE CAHSEE-ELA

➤ Similar Grades Served: 9-12

CAHSEE-ELA

OAKLAND CHARTER SCHOOLS

CAHSEE-ELA

School	Grade	2009	2010	2011	2012	Average
American Indian	9th-12th	100	100	100	100	100.0
Oakland Charter Academy	9th-12th	100	100	100	97	99.3
Lionel Wilson College Prep	9th-12th	94	95	88	92	92.3
Lighthouse	9th-12th	88	80	93	92	88.3
Oakland Military	9th-12th	80	91	80	88	84.8
Oakland Unity	9th-12th	79	80	87	79	81.3
Aspire Golden State	9th-12th	70	79	93	73	78.8
East Oakland Leadership High	9th-12th	-	65	73	81	73.0
LPS College Park	9th-12th	33	62	69	75	59.8
ARISE	9th-12th	54	36	71	60	55.3

OUSD DISTRICT SCHOOLS

CAHSEE-ELA

School	Grade	2009	2010	2011	2012	Average
Skyline	9th-12th	79	75	77	76	76.8
Oakland Tech	9th-12th	69	74	80	81	76.0
Life Academy	9th-12th	63	71	72	92	74.5
East Oakland Leadership High	9th-12th	-	65	73	81	73.0
Oakland High	9th-12th	71	65	70	81	71.8
<i>East Oakland School for Arts**</i>	9th-12th	71	51	67	81	67.5
<i>Media College Prep**</i>	9th-12th	53	74	59	63	62.3
Coliseum College Prep	9th-12th	-	56	53	76	61.7
<i>College Preparatory Academy**</i>	9th-12th	63	61	52	46	55.5
<i>Leadership Preparatory**</i>	9th-12th	52	49	67	50	54.5
<i>Mandela High**</i>	9th-12th	53	52	52	56	53.3
<i>CBIT**</i>	9th-12th	49	48	42	54	48.3
McClymonds	9th-12th	-	48	44	46	46.0

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Comparison Analysis: 10th Grade CAHSEE-Math

➤ Similar Grades Served: 9-12

CAHSEE-MATH

OAKLAND CHARTER SCHOOLS

CAHSEE-MATH

School	Grade	2009	2010	2011	2012	Average
American Indian	9th-12th	100	100	100	100	100.0
Oakland Charter Academy	9th-12th	100	100	100	100	100.0
Lighthouse	9th-12th	94	88	98	98	94.5
Lionel Wilson	9th-12th	96	75	93	97	90.3
Oakland School For The Arts	9th-12th	82	79	84	95	85.0
Oakland Unity	9th-12th	83	80	84	80	81.8
Oakland Military	9th-12th	72	84	89	81	81.5
BayTech	9th-12th	56	65	79	84	71.0
East Oakland Leadership High	9th-12th	-	65	60	81	68.7
LPS College Park	9th-12th	56	70	56	72	63.5
ARISE	9th-12th	42	43	76	64	56.3

OUSD DISTRICT SCHOOLS

CAHSEE-MATH

School	Grade	2009	2010	2011	2012	Average
Oakland Tech	9th-12th	74	74	79	83	77.5
Life Academy	9th-12th	65	73	82	87	76.8
Oakland High	9th-12th	75	65	73	83	74.0
Skyline	9th-12th	75	76	74	69	73.5
East Oakland Leadership High	9th-12th	-	65	60	81	68.7
<i>College Preparatory Academy**</i>	9th-12th	65	68	68	66	66.8
Coliseum College Prep	9th-12th	-	55	54	73	60.7
<i>East Oakland School for Arts**</i>	9th-12th	52	45	59	81	59.3
<i>Media College Prep**</i>	9th-12th	59	61	54	51	56.3
<i>Mandela High **</i>	9th-12th	65	49	47	60	55.3
McClymonds	9th-12th	-	48	74	36	52.7
CBIT**	9th-12th	48	43	37	53	45.3
<i>Leadership Preparatory**</i>	9th-12th	34	44	49	47	43.5

**** OUSD has significantly restructured these schools as of 2012-13, formally closing them to be replaced by a single re-designed comprehensive high school on each campus, removing principals, and reconstituting many staff members.**

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on **November 14 and 15, 2012** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- School's course lists, based on University of California meets its A-G requirements, however course contact listed represents high school director for a different charter school not otherwise affiliated with EOLAH.
- School has made progress in improving math performance for students increasing on average 12 percentage points annually.

Challenges:

- High Teacher Turnover rates
- Ongoing teacher credentialing verification concerns persist annually, regardless of continued submission of Notices of Concern by the district
- Lack of ongoing professional development for teachers and staff
- Lack of college prep or AP level courses
- School fails to meet its measurable pupil outcome of a "continual rising scores with the API", by evidencing a continual declining API in three of the prior four years going from 657 to 633 to 593, evidencing growth in ONLY the most recent year to 730.
- School leadership unable to discern the recent API growth anomaly
- The school lacks an educational leader who is responsible for educational guidance of staff, leading professional development and maintaining the integrity of the academic program
- School leader stated that the school's intention is to address the lack of leadership in the high school by assigning leadership responsibilities to one of the full-time teachers
- School failed to meet CAHSEE pass rate targets of 70% 10th grade pass rate in math for two out of three possible years with only 65% and 60%.
- School has demonstrated little to no growth in English Language Arts performance against the CA State Standards STAR tests with proficient/advanced rates of 44%, 48%, 47%, 50% respectively over the life of the charter term.
- School performance in math based on CA State Standards STAR tests over the life of the charter term is below average (31.2%) for charter and district schools, particularly when compared to high schools that have not otherwise recently been significantly restructured (*i.e. principals removed / staff reconstitutions / closures*).
- School has not attained WASC accreditation as set forth in its charter.
- Science program and lack of lab facilities limits science program and is not faithful to the terms of the charter

- The school lacks focus on high quality, engaging instructional delivery throughout the school as observed through the Spring Site Visits which occur annually and based on the charter renewal site inspection visit November 2012
- Description of the educational program as described on the current charter petition does not align with the schools practice
- School fails to implement Individualized Learning Plans or Personalized Learning Plans as set forth in the charter petition and subsequent staff report approving the current charter. No evidence of said plans are in use for all students in the school as set forth in the charter.
- When on-site multi-day charter renewal visit took place in November, 2012 and evidence of a lack of lesson planning, written or stated learning objectives, or thoughtfully prepared instruction was shared with school leadership, it was stated that the school had not adequately prepared for the visit. The purpose of the visits however it to evaluate the school as it is actually run. Thus no special preparation is necessary with respect to instruction. It can only be concluded therefore that was observed was indicative of the school's routine operation.

Renewal Standard I:

Based on an analysis of East Oakland Leadership Academy High performance outcomes and an evaluation of its educational program over the past four years, the school is deemed **NOT an academic success** for the purposes of renewal.

Renewal Standard II: Is the school an effective, viable organization?

The effectiveness and viability of the school has been evaluated, in part, through a two-day Site Inspection conducted on **November 14 and 15, 2012** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- There is a commitment by the Board to maintain involved/aware of financial issues

Challenges:

- There is no educational leadership managing the high school program
- School fails to meet enrollment targets each year of charter term and is significantly under-enrolled. Charter petition and subsequent staff report approving the current charter establish an enrollment target of 200 students. The school has averaged an enrollment of 50-60 students over the past four years, and currently has 54 students in grades 9-12.
- School fails to meet its measurable pupil outcome of a minimum attendance rate of 95% in three out of five years of the charter term.
- Compliance with teacher credential requirements has been inconsistent and systems to monitor teacher credentials are under-developed
- Cash flow issues decrease the school's ability to efficiently operate
- School failed to develop or implement a comprehensive student recruitment plan, aligned with the terms of its charter.
- School governing board minutes for August 2012 set forth by the Director and the Board that the school must maintain an enrollment of 80 to remain financially viable, however the school has averaged only 50 student over the life of the charter term.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of School's Name Fiscal Accountability and Governance over its recent charter term included:

- Evaluation of annual financial audits
- Resolution of parent/community complaints
- Timeliness of mandated reporting requirements
- Financial controls and budgeting process
- Effective use of resources
- Consistency and strength of Governing Board oversight
- Standing with parents and within the community

Renewal Standard II:

Based on this analysis, the school is deemed **NOT an effective, viable organization** for the purposes of charter renewal. Board has not had in place structures and practices to hold leadership accountable for measurable pupil outcomes. Systems for collection and analysis of data have been put in place belatedly. Combined with the evaluation of the education program above, the evidence demonstrates that the school is demonstrably unlikely to successfully implement the program as set forth in the charter petition.

Renewal Standard III: Has the school been faithful to the terms of its charter?

Through the Charter School Renewal Quality Review (CSRQR) process, as well as a review of the school's performance and operations throughout the term of its charter, an evaluation of the extent to which the school has been faithful to the terms of its charter has been assessed along the following:

- Adherence to Proposed Educational Program
- Pursuit of Measurable Pupil Outcomes
- Compliance with Regulatory Elements

Staff has reviewed the school's records on file with the District and deemed that the school has not sufficiently adhered to its proposed educational program, has not sufficiently pursued its measurable pupil outcomes as stated in its charter. The school has been compliant in all material aspects of its regulatory elements under its charter term.

Issues:

- Initial petition has a projected enrollment of 200 students by 2012. The school has remained at an average of 50-60 students over the past four years.
- The school failed to meet all of the Measureable Pupil Outcomes established in the initial charter
- School did not meet the statutory requirement date for submitting its CONAPP for 2012-2013 school year which could result in a loss of federal funds

Renewal Standard III:

Based on review of the school's records and performance, the school is deemed to have **not been faithful to the terms of its charter.**

Renewal Standard IV: Does the charter petition contain reasonably comprehensive descriptions of the required elements?

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of 15 elements related to a school’s operation, plus specific supplementary information on operations and finance. The following table summarizes the results of the Staff’s review of the charter petition’s content.

Element	Inadequate	Reasonably Comprehensive	Statutory Reference	Comments
Affirmations and assurances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(d)	
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(A)	
Measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(B)	MPO’s have not changed from initial petition.
Method by which pupil progress is to be measured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(C)	
Governance structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(D)	
Qualifications to be met by individuals employed at the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(E)	
Procedures for ensuring health & safety of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(F)	
Means for achieving racial and ethnic balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(G)	
Admission requirements, if applicable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(H)	
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(I)	
Suspension and expulsion procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(J)	
Manner for covering staff members through the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(K)	
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(L)	
Employee rights of return, if any	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(M)	
Dispute resolution procedure for school-authorizer issues related to the charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(N)	
Statement regarding exclusive employer status of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(O)	
Procedures for school closure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(P)	
Facilities to be utilized by school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	School is located in

Manner in which administrative services are to be provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Potential civil liability effects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Proposed first year operational budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Cash flow and financial projections for 3 years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	

Renewal Standard IV:

Petition as submitted, with appendices, contains reasonably comprehensive descriptions of all required elements set forth in charter law.

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **deny** the charter renewal petition for East Oakland Leadership Academy High, because the charter school has not met the standards and expectations set forth in the OUSD Charter Renewal Quality Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals. The petitioners are demonstrably unlikely to successfully implement the program as set forth in the petition, as evidenced by the findings outlined within this report. The staff identified the absence of any consistently strong instructional practices observed that will provide evidence that the school is likely to live up to the promises made in the renewal charter. The current charter will expire on June 30, 2013, serving as the effective closure date of the school.

If the charter renewal request is denied, staff will coordinate leadership within various departments within the District that are prepared to mobilize in support of ensuring that EOLA High students can be provided quality school alternatives. These would include both District and charter school options.

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

In the complex context of school review, it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its provision without significant adjustment, and that there is compelling evidence that this provision can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this provision is ***excellent***.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this provision can be sustained at a level that positively impact student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this provision is ***proficient***.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is ***underdeveloped***.
- An evaluation of **(2)** applies to schools where provisions are characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is ***inadequate***.
- An evaluation of **(1)** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated ***unsatisfactory*** will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is ***unsatisfactory***.

Criteria 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	Demonstrates high expectations for student achievement	3	
1.2	Provides a challenging and coherent curriculum for each individual student	2	Student population of 50 students does not allow access to higher level academic classes
1.3	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	3	
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	3	
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	3	
1.6	Productively engages parental and community involvement as a part of the school's student support system	4	
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	3	
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	2	No systematic approach to evaluating overall effectiveness of instructional delivery and academic achievement

Criteria 2: Strong Leadership

The leaders of a charter school are stewards of the charter’s mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	2	School site does not have a designated school leader
2.2	Consistently puts into practice the educational program outlined in its charter.	2	School site does not have a designated school leader
2.3	Generates and sustains a school culture conducive to staff professional growth	2	School site does not have a designated school leader
2.4	Actively monitors and evaluates the success of the school’s program	2	School site does not have a designated school leader
2.5	Provides regular, public reports on the school’s progress towards achieving its goals to the school community and to the school’s authorizer	4	
2.6	Treats all individuals with fairness, dignity and respect	4	
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	4	
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	2	School site does not have a designated school leader
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	3	

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.10	Engages community involvement in the school	3	

Criteria 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	2	No systematic approach to evaluating overall effectiveness of instructional delivery and academic achievement
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	2	No systematic approach to evaluating overall effectiveness of instructional delivery and academic achievement
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	2	No systematic approach to evaluating overall effectiveness of instructional delivery and academic achievement
3.4	Uses student assessment results to improve curriculum and instruction	2	No systematic approach to evaluating overall effectiveness of instructional delivery and academic achievement
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	2	No systematic approach to evaluating overall effectiveness of instructional delivery and academic achievement

Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools. Governing Board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	4	
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	4	
4.3	Seek input from impacted stakeholders	3	
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	3	
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	2	No access to food or water
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	4	
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	2	No designated school site leader
4.9	Maintains effective and active control of the charter school	3	

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.10	Abstains from any decision involving a potential or actual conflict of interest	2	Issues associated with purchase of school property under school director – resolution set forth in Notice of Concern
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school’s recruitment and retention plan, and as defined by statute and regulation	2	Current student population of 50 students only 25% of the stated goal in the initial petition
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	2	Inability to attract and retain qualified teacher
4.13	Implements an accountability process for the school’s academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	2	The school does not have a tool to desegregate data and ongoing student achievement
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	3	

Criteria 5: Fiscal Accountability

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

5.0	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school’s educational program and ensure financial stability and sustainability	4	
5.2	Conducts an annual financial audit which is made public	4	
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	3	
5.4	Ensures financial resources are directly related to the school’s purpose: student achievement of learning goals	3	
5.5	Managing cash flow	3	Cash flow issues have occurred and likely present an ongoing challenge
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	2	Current student population of 50 students only 25% of the stated goal in the initial petition

**RESOLUTION OF THE GOVERNING BOARD
OF THE OAKLAND UNIFIED SCHOOL DISTRICT
Resolution No. 1213-0100**

**DENIAL OF EAST OAKLAND LEADERSHIP ACADEMY HIGH PETITION AND PROPOSED CHARTER
(RENEWAL) AND WRITTEN FINDINGS OF SUPPORT THEREOF**

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code Section 47605(b) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in education Code Section 47605(b)(5)(A)-(Q), as well as the affirmations and other requirements set forth in Education Code Section 47605; and

WHEREAS, Title 5, Section 11967.5 of the California Code of Regulations ("Regulations") contains the State Board of Education's adopted criteria for the required elements for a charter petition as set forth in Education Code Section 47605(b) and although these criteria for the State Board of Education's use in reviewing charter petitions are not binding on school districts they may provide instructive guidelines for school districts' review of charter petitions; and

WHEREAS, Education Code Section 47607(a)(2) provides that renewals of charter petitions are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed; and

WHEREAS, a governing board may deny a petition to renew a charter school if it makes written findings to support any of the following under Education Code Section 47605(b) : (1) the charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) the petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) the petition does not contain an affirmation of each of the

conditions described in Education Code Section 47605, subdivision (d); and (4) the petition does not contain reasonably comprehensive descriptions of all of the criteria set forth in Education Code Section 47605(b)(5)(A)-(Q); and

WHEREAS, Education Code Section 47607(b) provides that a charter school that has been in operation for at least four years shall meet at least one of four specified performance criteria prior to receiving a charter renewal; and

WHEREAS, East Oakland Leadership Academy High is a charter school that began operating in 2008 and is in its fifth year of operation; and

WHEREAS, on or about December 12, 2012 the District received a petition to renew the charter for East Oakland Leadership Academy High ("Petition"), a public charter school serving grades 9-12 with an approximate enrollment of 54 students in grades 9-12 during the 2012-2013 school year; and

WHEREAS, on or about January 9, 2013, the Board held a public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, the Board of Education, under Education Code Section 47605(b), is obligated to take action to grant or deny the renewal petition within 60 days of submission, unless, as in this instance, the timeline is extended by agreement to no more than 90 days; and

WHEREAS, Education Code Section 47607(a)(3)(A) provides that "[t]he authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal";

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Governing Board of the Oakland Unified School District that the renewal petition be DENIED because as provided in Education Code Section 47605(b)(1) and (2), East Oakland Leadership Academy High presents an unsound educational program for the pupils enrolled in the charter school and is demonstrably unlikely to successfully implement the program set forth in the petition. The specific findings supporting the decision are enumerated below:

1. School fails to meet enrollment targets each year of charter term and is significantly under-enrolled. Charter petition and subsequent staff report approving the current charter establish an enrollment target of 200 students. The school has not enrolled more than 70 students annually over the life of the charter term, and currently has only 54 students in grades 9-12.
2. School fails to implement Individualized Learning Plans or Personalized Learning Plans as set forth in the charter petition and subsequent staff report approving the current

charter. No evidence of said plans are in use for all students in the school as set forth in the charter.

3. School fails to meet its measurable pupil outcome of a minimum attendance rate of 95% in three out of five years of the charter term.
4. School fails to retain students from 9th through 12th grade with a significant attrition rate, such that the current 12th grade class of 8 seniors demonstrates a 70% attrition rate from the 9th grade class four years prior.
5. School fails to meet its measurable pupil outcome of a “continual rising scores with the API”, by evidencing a continual declining API in three of the prior four years going from 657 to 633 to 593, evidencing growth in ONLY the most recent year to 730. School Director and staff unable to explain rationale for recent improvement.
6. School failed to meet 10th Grade CAHSEE pass rate targets of 70% in math for two out of three possible years with only 65% and 60%.
7. School has demonstrated little to no growth in English Language Arts performance against the CA State Standards STAR tests with proficient/advanced rates of 44%, 48%, 47%, 50% respectively over the life of the charter term.
8. School performance in math based on CA State Standards STAR tests over the life of the charter term is below average (31.2%) for charter and district schools, particularly when compared to high schools that have not otherwise recently been significantly restructured (*i.e. principals removed / staff reconstitutions / closures*).
9. School has not attained WASC accreditation as set forth in its charter. While a WASC visit has been scheduled in its final year of its charter term, no evidence that thorough and adequate preparation has occurred or a quality WASC visit report has been generated.
10. School fails to either develop or implement a comprehensive student recruitment plan, aligned with the terms of its charter.
11. School governing board minutes for August 2012 set forth by the Director and the Board that the school must maintain an enrollment of 80 to remain financially viable, however the school has averaged only 50 students over the life of the charter term.
12. School lacks a consistent, identified educational leader.

The Board has complied with Education Code Section 47607(a)(3)(A)'s directive that “[t]he authority that granted the charter shall consider increases in pupil academic achievement for all

groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal”

THE BOARD HEREBY FINDS that East Oakland Leadership Academy High has not met the performance requirements of Education Code Section 47607(b)(1) and (2) to qualify for renewal and that under Education Code Section 47605(b):

1. The Petition presents an unsound educational program for the pupils to be enrolled in the Charter School; and
2. The Petitioners are demonstrably unlikely to successfully implement the program set forth in the Petition.

The Board is therefore compelled to deny the Petition under the provisions of the Charter Schools Act. The Petition is hereby denied.

PASSED AND ADOPTED on February 13, 2013, by the Governing Board of the Oakland Unified School District by the following vote:

AYES: Jody London, Gary Yee, Christopher Dobbins, Roseann Torres, James Harris,
Vice President Jumoke Hinton Hodge, President David Kakishiba

NOES: None

ABSTENTIONS: None

ABSENCES: None

I declare under penalty of perjury that the foregoing resolution was duly passed and adopted at a Regular Meeting of the Governing Board on the date and by the vote stated.

File ID Number: 12-3246
Introduction Date: 12/12/12
Enactment Number: 13-0275
Enactment Date: 2/13/13
By: AS


Edgar Rakestraw, Jr.
Secretary of the Governing Board
Oakland Unified School District