


East  Oakland Leadership Academy
"Educating children today to become leaders of tomorrow"

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Dr. Laura Armstrong, Director

November 2, 2012

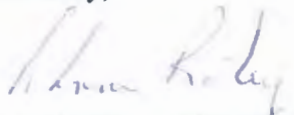
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To The Oakland Unified School District Board of Education:

We, the governing board of East Oakland Leadership Academy hereby authorizes the submission of the East Oakland Leadership Academy charter renewal request to the District Board of Education.

If we can be of further assistance please contact Johnnie Riley @ 510-562-5238.

Sincerely,



Johnnie Riley, EOLA Board Chair

East Oakland Leadership Academy
Renewal Charter Petition

**Submitted to Oakland Unified School District
Office of Charter Schools
Coordinator: Phil Dotson**

November 14th, 2012

**Contact:
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Introduction

“Educating Students Today To Become Leaders of Tomorrow”

East Oakland Leadership Academy, a K-8 public charter school, was founded in 2003 and was designed to produce the academic advancement of minority youth from East Oakland, California. The original founders of East Oakland Leadership Academy were comprised of teachers, parents, and community members of East Oakland. The founders shared a vision of providing quality education for students in a small, safe, and nurturing environment.

East Oakland Leadership Academy’s mission is to provide structure and student achievement to underserved urban students by:

- Improving the academic achievement of all students
- Closing the achievement gap
- Fostering student leadership
- Supporting effective educators
- Providing a structured learning environment

The 2012-2013 school year will mark East Oakland Leadership Academy’s 10th year of continuing our mission to educate students to become leaders of tomorrow by meeting their academic, social, physical, and emotional needs. We have set high expectations and provided our students with rigorous and challenging curriculum. This proves to be true, with our API score of 805 in the 2010-2011 school year. Our community involvement has played a positive role on our students as well. For example, with our partnership with Frohm’s Martial Arts as a part of our after-school program, as well as our physical education plan, our students benefit in learning components such as perseverance and self-control, which align with our school’s vision.

In accordance with the California Charter School Act of 1992, as amended (the “Charter Schools Act”), East Oakland Leadership Academy hereby petitions the Oakland Unified School District to grant this renewal for grades K-8 charter for five years from July 1st, 2013- June 30th, 2018.

CULTURE

East Oakland Leadership Academy’s motto is “All Children Can Learn” because failure is not an option. The East Oakland Leadership Academy community shares the vision of providing quality education for children in a small, safe, and nurturing environment. Our educational program allows each student to:

- Develop academic excellence and high standards of personal and social behavior;
- Learn to learn - learn how to think critically, become independent thinkers, and see learning as a life-long process;
- Become active participants in a democratic society as contributing citizens within the school, local, and global communities;
- Become more responsible for and have more control over their own learning by setting goals, planning, and managing their educational environment,
- Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem

East Oakland Leadership Academy opened its doors to the youth of East Oakland in 2003. EOLA has grown from one 6th grade class to currently serving students in grades K-8. East Oakland Leadership Academy is a small school serving students in the severely economically depressed East Oakland area. The majority of students at EOLA would otherwise attend Parker, Markum or Charles Howard elementary schools and Frick or Elmhurst Community Prep. Ninety-seven percent (97%) of the students come from ethnic minorities; 54% are Hispanic or Latino; 39 % are African American and 4% are Asian. Ninety-five percent (95%) qualify for free or reduced lunch and 55% are English Language Learners. While serving this disadvantaged group of students, East Oakland Leadership Academy maintains incredibly high success rates. The success of EOLA is marked by improvement in student achievement; school-wide and for numerically-significant subgroups, enrollment growth and high attendance rates, demonstrable parent involvement, and the creation of a safe, clean, welcoming school environment in an area rife with crime and

violence on the streets and in the schools. Highlights of this success include:

- 2008-2009 Met AYP Criteria
- 2009-2010 Exceeded school wide target of 5 by 33 (38)
- 2010-2011 Met school wide target. Met all student groups. API score 805
- 2011-2012 Exceeded OUSD Academic Performance Index

Another key indicator of the success of East Oakland Leadership Academy, as outlined in its original charter is its high attendance rate of students. The attendance rate at a school is an indicator of how engaged the students are in the educational program, and how motivated the parents are to ensure their children arrive at school on a consistent basis.

Teacher attendance is an indicator of how engaged and committed the teachers are to the school, students and community. It is common practice for teachers to arrive early and remain at school an hour or more after their official day ends. Many teachers continue to work with students in the after-school program that ends at 6:00 PM. East Oakland Leadership Academy actively seeks parent input through a variety of channels including parent participation, parent representative on the Board, and direct parent contact. The school collects input from parents through a parent survey.

The Charter Schools Act states:

It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

ELEMENT 1: EDUCATIONAL PROGRAM AND PHILOSOPHY

Governing Law: California Education Code 47605(b) (5) (A) (i)

Mission Statement

Our mission is to establish a child-centered learning environment that develops academic excellence, technological literacy, appreciation and understanding of the Arts, and proficiency in English.

Our students will develop self-respect, leadership qualities, recognition of the importance of service to their community, and a life-long love of learning.

Our school will include small classes, community and parent involvement, and a clean, safe learning environment that respects and addresses the cultural needs of our students and staff.

Our mission will be accomplished by developing curriculum-based assessment models and student portfolios to guide instruction and measure student achievement along with standardized testing.

East Oakland Leadership Academy will accommodate diverse learning styles and provide enrichment educational opportunities to promote the academic success and socio-emotional development of our students.

Educational Philosophy

East Oakland Leadership Academy School's (EOLA's) goal is to provide strong academic skills in Language Arts & Literature and Mathematics to minority and socio-economically disadvantaged students. EOLA will serve inner city students in grade levels kindergarten to eighth. We believe that attendance is a critical factor of academic success. EOLA will focus on achieving a high attendance rate. 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. EOLA will also provide instruction to develop student's academic and social skills in but not limited to reading, writing, math, science, and social science to make them productive members in a capitalist society. Achieving these goals will be a collaborative effort between students, school, family, and community members.

The East Oakland Leadership Academy educational program will be based on the following elements of success:

- A vision, mission, and operational business plan that focuses on student learning
- Academically rigorous curricula that will create a body of knowledge and skills essential for economic civic, technological, traditional, and personal advancement in the multicultural society of the 21st century
- Effective and engaging instruction with a commitment to utilizing various teaching approaches to meet the needs of differing learning styles
- An environment that will increase and encourage collaboration amongst teachers through shared decision making
- Professional development that places skills in a context consistent with the overall school mission
- Small school size, which contributes to a culture of trust and communications
- Parent and community involvement in and support for school programs and change efforts
- Regular measurement of progress toward achieving both student and staff performance
- A community communication process detailing student and school performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial
- A cooperative environment in which students feel respected, valued, safe, and supported
- Encouragement for families and the larger community to become educational partners in the charter school

Population Served by East Oakland Leadership Academy

East Oakland Leadership Academy (EOLA) will welcome, as space and resources are available, students currently served by the Oakland Unified School District in Grades K-8. As AB544 states as a Charter School all students throughout California are welcomed according to space availability. In year one, the Academy served grade 6 and increased enrollment in the following years according to the original charter statement, currently serving grades K-8.

East Oakland Leadership Academy seeks to educate low income, minority students from East Oakland, CA. East Oakland Leadership Academy's highest priority is improving the academic achievement of this traditionally underserved student population and closing the achievement gap. EOLA'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
- Students who benefit from a structured learning environment.

The student population that EOLA will serve are 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 on the STAR achievement test, receive free or reduced lunch, and live at or below poverty level.

EOLA will help these students increase their academic performance by providing curriculum aligned with district and state standards, before and after school math/reading small group tutoring, to specifically address the needs of students that perform below grade level. Test results and grades from the previous school year will be used as indicators of past performance until teacher observations and other assessments will 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. EOLA is dedicated to providing high need students in urban communities an educational option that can meet their unique needs and move them towards graduation.

21st Century Educated Person

An educated person in the 21st century must be able to solve problems and think innovatively. A solid foundation of knowledge, including: history, language arts, English literature, science, and mathematics is critical. The educated person must be able to apply this knowledge effectively. The ability to obtain, analyze, and utilize information, and technology effectively is essential. Self-motivated individuals who understand that the necessity to learn will continue throughout their lifetimes will have the greatest prospects for fulfilling lives in the 21st century. EOLA is committed to provide a positive learning environment and teaching strategies that will meet the learning styles of all students and develop self-motivated, competent, lifelong learners. At EOLA we believe that "All Children Can Learn." We believe that our educational program will provide equitable learning opportunities and will increase academic performance of all students.

We recognize in these times, that young children are going through the most critical development stage in their lives. Their physical, emotional, and intellectual needs are woven together. These are the years when young children are seeking answers to fundamental questions in life and are deciding on values and standards that will largely determine their behavior in the future. It is our plan to meet the educational needs of each student and provide students with the necessary tools to succeed in the 21st Century.

The goal of East Oakland Leadership Academy is to equip urban students with the literacy necessary in the 21st century- the ability to read, write, speak; to calculate with clarity and precision; and to be able to participate passionately and responsibly in the life of the community. East Oakland Leadership Academy will enable students to become literate, self-motivated, and lifelong learners. This will be achieved by providing a multi-cultural, student-

centered environment in which all students will be held to high academic and behavioral standards. East Oakland Leadership Academy will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.

Diversity will be enhanced in each classroom and school wide by acknowledging the cultures represented through instruction and community activities. The EOLA team will seek grants to support a cultural and social development program for students and the community at large that will include music, dance, arts, crafts, rites of passage based on a student/parent/community needs assessment. In addition to this program, cultural diversity and awareness will be integrated into the curriculum by acknowledging various holidays and celebrations throughout the year. Community activities/exhibitions exemplifying cultural diversity will be held throughout the school year also.

Lifelong learning begins when a student experiences a positive learning environment. EOLA will provide a positive learning environment by employing qualified teachers who are committed to meeting the needs of all students. All staff members will demonstrate support of the vision that “All Children Can Learn” by implementing teaching strategies that address the learning styles of all children and thereby equipping students with the skills that will enable them to experience success and a positive learning experience. EOLA will create positive learning experiences by assessing the current achievement level of each student, developing an ILP, allowing students to work in cooperative groups, independently, and have one on one learning opportunities. Students that require additional learning opportunities will attend tutoring sessions.

How Learning Best Occurs: Small School Design

The students we seek to serve learn best in a small school setting. Although a small school cannot in itself guarantee high academic achievement, research demonstrates that reduced size facilitates the activities that lead to greater learning. Much of the improvement occurs because the adults and especially the teachers know each student at a deeper level. Studies have shown, for example, that students in smaller high schools have higher attendance rates and fewer incidents of violence and discipline problems. (The Case for Smaller High Schools, Tom Van Ark, Education Leadership, February 2002). Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. EOLA will provide a structured daily program, support, extended school day and year, and state aligned textbooks to maximize a small school environment. As discussed in more detail below, our vision of effective small school design is based on our pillars of effective school design:

The East Oakland Leadership Academy charter school will provide an education program that allows each student to:

1. Develop academic excellence and high standards of personal and social behavior;
2. Learn to learn - learn how to think critically, become independent thinkers, and see learning as a life-long process;
3. Become knowledgeable about their own culture and history as well as other cultures and history in their urban environment;
4. Become active participants in a democratic society as contributing citizens within the school, local, and global communities;
5. Become more responsible for and have more control over their own learning by setting goals, planning, and managing their educational environment,
6. Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem;
7. Work in an environment that promotes learning; and
8. Utilize technologically advanced software to supplement the core curriculum and promote the practice of higher-level thinking skills.

• **High Expectations:** All students are also expected to meet grade level standards, maintain high attendance, and adhere to high standards of student behavior.

- **Significant Support:** The small school environment along with tutoring, summer school, small class sizes, teacher assistants, and homework club will help promote academic success for EOLA students.
- **Student Leadership:** Students will be exposed to leadership skills-community linkages.
- **Parent and Community Involvement:** Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission. Community partners include but are not limited to: Frohm’s Martial Arts, YMCA, Four Seasons, Parks and Recreation, Digital Art and Culinary Academy, Mommaart, TTO, CalState TEACH, and Urban Bootcamp. Our partners support our mission by providing opportunities to develop leadership and social skills. Parents and community members are invited to exhibitions of student participation in the various programs offered by our partners.
- **Focus on Results:** East Oakland Leadership Academy has a relentless focus on high student performance, measuring results on standardized tests and other reliable indicators. This data will be used to improve teaching and learning. Students, parents, and staff will create and reinforce a culture of achievement.

Using multiple teaching strategies promotes learning for every student. Presenting every student with rigorous curriculum and high expectations for achievement is the foundation for learning. Research demonstrates that building connections to adults, especially with dedicated and motivated teachers, consistently leads to higher student achievement. As a small school, EOLA will facilitate these interactions. Moreover, each teacher will develop an Individualized Learning Plan as a road map for student learning goals. Each plan will be customized and regularly reviewed through parent and administrator/teacher consultations.

Curriculum and Instructional Design

Academic Standards

Outstanding schools are dedicated to helping all students succeed in their academic program, while meeting or exceeding state and local standards. EOLA, as a public charter school, must administer the required standardized tests, derived from the California state standards. As a result, EOLA adopts the California state standards as our curriculum framework and adds the four school-wide outcomes such as academic achievement, critical thinking, personal responsibility, and a focus on high attendance.

EOLA SCHEDULE OF CLASSES

SCHEDULE	SUBJECT
08:30 – 10:30	English Language Arts
10:30 – 12:30	Mathematics
12:30 – 01:00	Lunch
01:15 – 02:00	Science/PE
02:00 – 03:00	History/Art
03:00 – 04:00	Tutoring/Homework Club

(Grades K-4 schedule may vary)

Course Descriptions

ENGLISH LANGUAGE ARTS (ELA) CLASSES

ELA classes will deliver the California Content Standards for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. These strategies will be implemented to teach mastery of the English Language Arts standards including: word analysis, reading fluency, systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies and applications, written and oral English language conventions, listening and speaking strategies and applications.

Daily Language Acquisition will be practiced to introduce and reinforce correct grammar and punctuation usage at each grade level.

Instructional materials will include literature books from but not limited to: Houghton Mifflin and Holt. Each classroom will build a library of reading materials. The Holt Reading Series provides assessments for the beginning, middle and end of year.

Writing

Students will participate in monthly thematic essay writing that will allow students to engage in practical applications of the writing process and utilization of graphic organizers to help students organize and extend their writing. These themes will also allow students to practice different styles of writing such as expository, narrative, informative, persuasive, and poetry. The Writing Process will be implemented and integrated in the reading curriculum.

Reading

Research indicates that the best way to become a fluent reader is to read and be read to. The reading program at EOLA will be both instructional and motivational.

We believe that:

- Literacy belongs to all students
- Immersion in a print-rich environment that includes a variety of text forms supports children's literacy learning
- Reading and writing are best simultaneously, not sequentially. The learning of one enhances the learning of the other
- Children acquire language skills, including literacy skills, in their own ways and at their own pace. The range for normal development is wider than most schools reading programs can comfortably accommodate
- Children learn best when content is interesting and important and when they have a personal sense of purpose for learning
- The underlying goal of all literacy learning is to create an independent reader and writer. The earlier the student is in charge of his or her literacy learning, the better the reader becomes

The classroom environment will be literacy enriched and organized to support students in becoming independent readers and writers by including:

- Words walls
- Classroom libraries
- Extended reading instructional period
- Cooperative groups
- Students read and are read to frequently
- Grades 2-8 will read at least 10 chapter books yearly

Each student will be challenged to be responsible for his or her learning, to set individual learning goals, and to put forth their best effort.

When children experience the pleasures and intrinsic rewards of thoughtful reading they will learn to value reading for its own sake. Reading instruction that focuses on enjoying stories, building comprehension, and creative thinking will motivate students to become lifelong readers who approach ideas with curiosity and confidence. This type of motivation will be addressed at EOLA by:

- Teachers frequently reading aloud so that even students with low reading skills can experience good literature
- The literature will be culturally relevant to students
- Concrete activities will be designed to engage students in discussions about compelling issues raised in the stories and/or relate the stories to other aspects of the curriculum
- Open-ended activities will allow each student to be optimally challenged and to achieve success as defined by his or her own abilities;
- Activities that allow student choice and peer interaction
- Activities that will increase the student's understanding and/or connection to their own lives, their classmates, and people in variety of communities beyond their own

MATH CLASSES

Math classes will deliver the California Content Standards for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. These strategies will be implemented to teach mastery of Mathematics according to grade level standards. The math curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

Daily Board Math will be practiced to introduce and reinforce math concepts at each grade level.

Instructional materials will include but are not limited to: Houghton Mifflin and Glencoe.

Algebraic thinking is a concept that will prepare students for algebra. It will be implemented at each grade level. This will help students master key algebraic skills and understand mathematical concepts through investigative study and simulating problem solving. Students will be encouraged to work cooperatively to explore patterns, develop problem solving techniques, and make algebraic connections. Students will begin with motivational real-life tasks and use a model to learn an algebraic pattern. Learning will go to the next level, when students will use the pattern to complete a set of data, make generalizations, and apply algebraic thinking. This strategy will motivate students to sharpen their thinking skills and at the same time prepare them for taking standardized math tests.

SCIENCE/HEALTH CLASSES

Science/Health classes will deliver the California Content Standards for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. These strategies will be implemented to teach mastery of Science/Health according to grade level standards. The Science/Health curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

The goal of scientific literacy is to transmit fundamental biological, physical, and earth science concepts to all students while imbuing positive attitudes about science. This approach enables students to use the basic concepts for continual learning and application. Components of scientific literacy includes: developing positive attitudes about science and taking an active interest in natural phenomena; learning fundamental concepts of science and how the application of these concepts affect our daily lives; learning techniques that comprise the scientific method to

validate knowledge and to develop thinking skills for lifelong learning; and using attitudes and knowledge about science to live as an informed citizen in a scientifically developed nation. Science is a way of solving problems and increasing human knowledge that is the most dynamic aspect of living in the 21st century. The processes of scientific inquiry will inspire both the creative and controlled responses to posing, investigating, and solving problems. Science enhances student's opportunities to explore, discover, and experience the interdependencies of other academic disciplines. It has been said that mathematics is the language of science. Science provides a great opportunity for students to apply concepts and skills learned in mathematics to science in the classroom.

Science is also a medium through which students can investigate, observe, predict, define, compare, group, discover, foster thinking skills, find solutions, relate, sort, and classify information. Children are naturally curious and have a sense of wonder. Teachers will assist, direct, and inquire to develop these attributes in the area of science. They will engage the senses of seeing, hearing, tasting, touching, and smelling through discovery learning. The curriculum will be delivered in a concrete and tangible way so that students can make connections and explore the "how and why". Students will be able to observe, compare, predict and test results, question results, measure, record, and arrange their findings. Students will also gain knowledge of the physical world, incorporate active learning and develop a scientific attitude and a questioning mind.

Science is a world of possibilities. Science fiction motivates students to ask questions and pique their interest. It is also an interdisciplinary connection to language arts. Students will have an opportunity to improve their reading and writing skills while celebrating science through science fiction.

At each grade level, concepts and objectives will be introduced through hands on activities and discussions. Teachers will use the strategies of multiple intelligences which will enable each student to have the opportunity to demonstrate their level of understanding.

Teachers will use visuals, individual and group activities that make real-life connections. Investigating the physical attributes of objects, how they function, and what can be done with them, aligns with the piagetian approach that encourages active exploration of objects through manipulatives and transformations. Students will identify problems, observe discrepancies, draw inferences, generate hypotheses, interpret results and draw conclusions.

We are currently using the Glencoe science curriculum and finding that it provides health, math, social studies and nonfiction integration at all grade levels. Investigations, explorations and demonstrations will motivate students to learn more about science.

The Science / Health program will be enable students to learn through exploration and hands on experiences and will include life, earth, physical science and HIV/AIDS awareness. We are currently working with Frohm's Martial Arts to provide our physical education program.

HISTORY/SOCIAL SCIENCE CLASSES

History/Social Science classes will deliver the California Content Standards for each grade level.

Utilizing multiple teaching strategies will address the learning needs of each student. These strategies will be implemented to teach mastery of History/Social Science according to grade level standards. The History/Social Science curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

It is very important today that children gain a sense of social responsibility and an understanding of the importance of history and how it has impacted and led to the advanced society that we live in today.

Our goals will include enabling students to see the connection between the ideas and behaviors, between the values and ideals that people held and the ethical consequences of those beliefs. Students will learn about the cultures, societies, and economic systems that prevailed in other parts of the world. Students will be able to recognize the political and cultural barriers that divided people as well as the common human qualities that united them. We will teach tolerance. The history of community, state, nation, and world will reflect the experiences of individuals of different racial, religious, and ethnic groups. We want our students to understand the value,

importance, and fragility of our democratic institutions. This will be done in an effort to develop a keen sense of ethics and citizenship, and to care deeply about the quality of life in their community, nation, and world.

The social science standards will be integrated with culturally focused thematic units. Art is a vital part of that integration. Thematic units will allow students to use a variety of supplemental materials and technology to enhance comprehension.

Students will be given opportunities to observe, participate, and reflect upon the responsibilities of citizens in a free society. Activities in the school and within the community will enlarge the classroom learning environment and help students develop a commitment to public service.

Leadership Skills

School programs will provide EOLA students with leadership skills. The Peer Mentor Program is designed to actively involve our youth in the school community and empower them to make positive changes in their lives and in the lives of their peers. There are five components to the Peer Mentor Program:

- Peer Counseling – Students will demonstrate the ability to listen and give support to peers with similar emotional issues.
- Peer Educator – Students will make classroom presentations on cultural awareness, and prevention issues for youth.
- Peer Tutorial – Students will tutor students individually at grade level and in small groups in lower grades. This will take place during and after school.
- Conflict Resolution – Students will work with peers and assist in resolving conflicts
- Student Government/student council – Students will participate in the governance of the school and give input on various issues.

The Peer Mentor program will provide an opportunity to involve students in the education of others, to serve as positive role models and promote safer behaviors among their peers. These opportunities will help build leadership skills including problem-solving, independent thinking, and public speaking.

Creative Expression

Art, music, and dance will be an integral part of the curriculum at EOLA. When students are involved in these programs, it helps develop positive self-esteem and they acquire a sincere desire to achieve more in academic areas. This is due to positive experiences of success that is transferred to a renewed sense of being able to be successful in other areas. Children try harder when they experience success.

Art and Technological Literacy are integral parts of preparing the 21st century learner. Student will require basic computer skills by 8th grade.

All activities such as field trips, assemblies, exhibitions, and cultural events will be associated with the curriculum.

Plan for Students Who Are Academically Low Achieving

EOLA intends for all students to reach high levels of achievement. The philosophy will be to deliver rigorous curriculum and provide the necessary support for them to achieve. The design of EOLA will facilitate the learning of students who are academically low achieving. The small school atmosphere will increase the personalized attention available. When combined with the curriculum and culture of high expectations, student performance will improve significantly.

For students who arrive at EOLA significantly below grade level in either reading or mathematics or who require additional time to master the curriculum, EOLA teachers will create an individualized learning plan to allow more

instructional support in the area(s) of need. Additional instructional support may include: tutoring, pull-out, one-on-one, and teacher assistants.

Plan for English Language Learners

EOLA intends to serve English Language Learners at the school site through full-inclusion classrooms. Under this program, ELL's are enrolled in regular classes and receive supplementary instruction to aid and develop grade-level English language skills. The small class size with increased personalized attention and a student individualized learning plan will aid in bringing English Language Learners to the expected achievement levels.

Listening, speaking, reading, and writing skills of ELL's will be assessed. The home language survey and mandatory CELDT testing as required by law, will help identify the needs of ELL's. When a language other than English is listed on the survey, students will be administered the California English Language Development Test (CELDT). CELDT is designed to evaluate each student's listening, reading, speaking and writing skills in English. The results from the test will be shared with the student's parents and teachers. ELL's will be instructed in English by teachers who are trained to work with English Language Learners. EOLA ELL's will be prepared with the skills in English and mathematics to meet California State Standards.

At a minimum these policies and procedures will accomplish the following:

1. Identify students who need assistance including the use of a home language survey and mandatory CELDT as required by law. .
2. Ensure that necessary, appropriately credentialed staff and curricular materials are in place and used properly.
3. Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assessing the success of the program and modifying it where needed.

Governing Law: California Education Code 47642.

Notwithstanding Section 47651, all state and federal funding for Special Education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the Special Education local plan area that includes the charter school.

All children with disabilities enrolled EOLA shall receive special education and designated instruction and services in a manner that is consistent with their individualized educational programs and is in compliance with the Individuals with Disabilities Education Act and implementing regulations. In such cases, the costs and funding for the special education shall be in compliance with the provisions of California State Education Code Sections 47640 through 47647.

Special Education Assurances

EOLA assures a free and appropriate education is provided to all students with disabilities. These services will be conducted in accordance with the applicable laws that conform to IDEA and Section 504 of the Rehabilitation Act of 1973. An overview of these arrangements includes but is not limited to the following:

- EOLA assures that students with disabilities are identified and that their needs are evaluated and served in compliance with all applicable laws.
- No student will be denied admission to EOLA based on disability.
- The school will implement a Student Study Team process by which to help identify and serve its special education students and to find ways to serve other students who don't qualify for special education.
- Delivery of the services at the site of the school unless the IEP team recommends an alternative solution and/or there is a legitimate educational reason for providing the services elsewhere.

- Any student who is potentially in need of Section 504 services is the responsibility of the school.
- The school will notify OUSD when it enrolls or dis-enrolls special education students.

EOLA recognizes its responsibility to enroll and assist students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. EOLA is committed to providing the fullest inclusion and least restrictive environment that enables students with disabilities to participate in both the academic and community aspects of EOLA.

EOLA will adhere to all laws affecting individuals with exceptional needs, including all provisions of PL 94-142, the Individual with Disabilities Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. All students will be given equal access to the school regardless of disabilities, and EOLA will not discriminate against any student based on his/ her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education. EOLA will provide appropriate services for the exceptional needs student according to the plan developed pursuant to Education Code Section 56710, and in compliance with the California Master plan for Special Education (Education Code Section 56000 et.seq.). For purposes of Special Education, EOLA has elected to be a public school within OUSD Pursuant to Education Code Section 47641(b). As a public school of the District, EOLA shall seek an Agreement with OUSD to ensure that the needs of EOLA students are met in compliance with the IDEA.

EOLA envisions an ideal arrangement to be as follows:

- 1) EOLA retains all state and federal special education funding received from the SELPA for EOLA students.
- 2) EOLA students with special education needs will receive services in accordance with their individualized education programs (IEPs) in the same manner as special education services are coordinated between the District and its non-charter public schools.

For purposes of special education, EOLA has elected to be a public school within OUSD pursuant to Education Code Section 47641(b). As a public school of OUSD, EOLA will seek an Agreement with OUSD outlining the services and funding necessary to ensure that the needs of EOLA students are met in compliance with the IDEA. EOLA will work out an agreed arrangement to be as follows:

- 1) OUSD retains all state and federal special education funding received from the SELPA for EOLA students.
- 2) OUSD and EOLA shall provide EOLA students with special education services in accordance with their individualized education programs (IEPs) in the same manner as special education services are coordinated between the District and its non-charter public schools.
- 3) EOLA will contribute an equitable share of funding to support special education costs through payment of an amount based on student Average Daily Attendance (ADA) at EOLA. If OUSD is unable to provide special education services to EOLA students, EOLA will provide special education services through the Oakland Charter School Consortium that provides special education services to American Indian Public Charter School, East Oakland Leadership Academy and Unity High School if agreed to in a Memorandum of Understanding.

EOLA will work in cooperation with all local education agencies (LEAs), special education local agencies (SELPAs) and EOLA' SST to ensure that a free and appropriate education is provided to all EOLA students with exceptional needs. EOLA will be responsible for any evaluation and service required by the Americans with Disability Act or by section 504.

504 Plan

In adherence to Section 504 of the Rehabilitation Act of 1973/Public law 93-112, a comprehensive law that addresses the rights of persons with disabilities, EOLA will eliminate barriers to education programs and services, increasing building accessibility, and establishing equitable employment practices are thoroughly and specifically addressed in Section 504 regulations. Our adopted regulation makes it clear that the failure to provide a free

appropriate public education to a student with disabilities covered by Section 504 is discrimination which violates the Act.

Eligibility

To qualify for protection under Section 504, the student must have a physical or mental impairment that substantially limits a major life activity such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working.

Three questions to consider in determining whether a person's impairment substantially limits one or more major life activities:

What is the nature and severity of the impairment? (2) How long will it last or is expected to last? (3) What is its permanent or long-term impact or expected impact? Temporary, non-chronic impairments that do not last for a long time and which have little or no long-term impact usually are not considered to be "disabilities".

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: California Education Code 47605(b)(5)(B).

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

Measurable Student Outcomes

EOLA's educational program aims to graduate students who are academically prepared for college, responsible citizens and effective community leaders.

To this end, EOLA students must:

1. Meet/Exceed the requirements of NCLB Act

Benchmark: EOLA will meet annual AYP objectives as required by law.

2. Maintain a high student attendance rate

Benchmark: An attendance of at least 90% will be met by EOLA annually, as reported to the District and state.

3. Meet at least on ILP goal yearly

Benchmark: Students will meet at least on ILP goal yearly.

4. Increase their score on mandated ELA CST

Benchmark: Students taking the ELA CST will increase their scale score.

5. Increase their score on mandated Mathematics CST

Benchmark: Students taking the Mathematics CST will increase their scale score.

Research-Based Instructional Strategies

Effective instructional strategies enable students to think critically and creatively. Recognizing that students learn in different ways, our teachers will use a variety of research-based instructional strategies to ensure that all students learn effectively. These may include, among others:

- Lectures (traditional teacher-centered learning appropriate for certain types of information)
- Inquiry/problem solving (identify question or problem, and use various processes to formulate and test theories towards a solution)
- Socratic questioning (detailed oral questioning of students)
- Cooperative learning (working in groups)
- Experiential learning (group experiences such as Mock trials, debates)

Focus on Results

Our school will relentlessly focus on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement. We feel that our students must be given a structured learning environment that offers an extended calendar, instructional minutes that exceed state mandates, up to date curriculum and a focus on standardized examinations.

ELEMENT 3: OUTCOME MEASUREMENT

Governing Law: California Education Code 47605(b) (5) (C).

The method by which pupil progress in meeting those pupil outcomes is to be measured.

EOLA's academic program is standards-based and data driven. The California State content and performance standards and multiple sources of data form the basis of the School's teaching and evaluation. We also measure non-academic areas such as student attendance rates. The Measurable Pupil Outcomes will be measured using the following assumptions and in the following ways:

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Core Subject Areas	English Language Arts	Pre Assessment 1x per year Reading assessments 4x per year Writing assessment 4x per year Exhibitions 2x per year Ongoing content assessments ILP	CST CELDT
	Mathematics	Pre Assessment 1x per year Assessments 4x per year Ongoing content assessments ILP	CST
	Social Studies	Ongoing content assessments	CST where applicable
	Science	Ongoing content assessments	CST where applicable
	Health	Ongoing content assessments	CA physical fitness test
Non-Core Subject Area	Leadership	Participation in student governance	
	Arts	Ongoing content assessments Ongoing portfolio assessments Exhibitions 2x per year	

Use and Reporting of Data

EOLA will send student assessment results to parents after each nine-week session. EOLA will send student academic progress reports to families every three weeks.

EOLA will distribute a satisfaction survey to all families and legal guardians of students. It will be the formal means of collecting information on the effectiveness of school outreach and information dissemination, while providing the opportunity for families to express their views on the EOLA educational experience. EOLA will be accountable to multiple constituencies: students and their families, its Board of Trustees, OUSD, and the California State Department of Education. Accountability to each of these constituencies includes fiscal and academic performance.

Pupil Outcome Goals	Assessment
1. Meeting/Exceeding the requirements of NCLB Act.	All students will strive to meet or exceed state standards and show annual growth.
2. Students will maintain a high attendance rate	An attendance rate of at least 90% will be met by EOLA annually, as reported to the District and the state.
3. Students will meet at least one ILP goal yearly.	Students will meet at least one of their established ILP goals annually, as demonstrated through documentation maintained by the teachers.
4. Student test scores on ELA CST will increase	Students will strive to increase yearly performance on ELA CST.
5. Student test scores on Mathematics CST will increase	Students will strive to increase yearly performance on Mathematics CST.

“If East Oakland Leadership Academy does not test (i.e., STAR) with the District, East Oakland Leadership Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: California Education Code 47605(b) (5) (D).

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

EOLA will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender or disability.

EOLA will comply with all applicable federal, state and local laws. EOLA agrees to voluntarily comply with the Ralph M. Brown Act, The Political reform Act and California Public Records Act.

EOLA will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability and other insurance.

As provided for in the California Corporations Code, the School will be governed by a Board of Trustees whose members have a legal fiduciary responsibility for the well-being of the organization.

This Board of Trustees is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members have, among other things, experience in education, business, technology, facilities, leadership development and organizational development. A list of our board members is included in the supplemental information package.

Consistent with the California Corporations Code, initial board members were selected by the incorporator and then selected by a nominating committee. Board members' size and composition will be increase as allowed under the law, and additional members will be added with additional experience in the areas of educational assessment, facilities, fundraising, and leadership development, among other things. EOLA Bylaws also provide for a parent member on the Board of Trustees.

The Board of Trustees will be responsible for:

1. The general policies of the School;
2. Approving and monitoring of the School's annual budget;
3. Receipt of funds for the operation of the School in accordance with the charter school laws;
4. Solicitation and receipt of grants and donations consistent with the mission of EOLA
5. Overseeing the sound operation of a hiring system,
6. Approving the School's personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees; and
7. Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws or this charter necessary to ensure the proper operation of EOLA.

To the extent allowable by law, the Board of Trustees may delegate the implementation of its duties to the employees of the organization or other responsible parties. As allowed by the Charter School Act, the charter authorizer may appoint a designee on the EOLA's Board of Trustees.

Compliance

"East Oakland Leadership Academy will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change."

"East Oakland Leadership Academy, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall

consult with the District regarding any such inquiries. East Oakland Leadership Academy acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of East Oakland Leadership Academy, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by East Oakland Leadership Academy by law or charter provisions.”

“Members of East Oakland Leadership Academy’s Governing Board, any administrators, managers or employees, and any other 58 committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. East Oakland Leadership Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: California Education Code 47605(b) (5) (E).

The qualifications to be met by individuals to be employed by the school.

EOLA will recruit professional, effective and qualified personnel to serve in administrative, instructional support and non-instructional support capacities. All of the School's employees play a key role in creating a positive school culture and effective learning environment. EOLA will conduct fingerprint background checks on all employee candidates and all teachers and staff will meet the legal requirements for employment, including relevant credentialing requirements.

Teacher Qualifications

EOLA seeks to hire the finest teachers available who are committed to our mission and vision. The most important qualifications for teachers are: (1) expertise in his or her discipline, (2) demonstrable effectiveness in teaching diverse youth, (3) being collegial and a team player, (4) willingness to take responsibility for the school as a whole, and (5) possessing a teacher credential when required by law.

EOLA will recruit professional, effective and qualified personnel to serve in administrative, instructional support and non-instructional support capacities. All of the school's employees play a key role in creating a positive school culture and effective learning environment. EOLA will conduct fingerprint background checks on all employee candidates and all teachers and staff will meet the legal requirements for employment, including relevant credentialing requirements.

Professional Development

EOLA believes that it is possible to attract and retain talented teachers by sharing an exciting vision committed to excellence and creating a professional environment where staff can learn and grow along with their students. To that end, EOLA invests heavily in professional development for our staff. All teachers participate in extensive professional development prior and throughout each school year. This includes yearly summer institute training, which includes: math, English, and ELL strategies.

ELEMENT 6: HEALTH AND SAFETY

Governing Law: California Education Code 47605(b) (5) (F).

The procedures the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

East Oakland Leadership Academy Charter School has adopted and will continue to implement a comprehensive set of health, safety, and risk management policies. These policies address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to contacting family members in case of an emergency
- Policies relating to preventing contact with blood-borne pathogens and other communicable diseases.
- A policy requiring that instructional and administrative staff receive training in emergency response, including CPR and First Aid.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).

These policies will be incorporated as appropriate into the school's student, staff, and family handbooks and will be reviewed on an on-going basis by the Board of Trustees and by the faculty and staff on a yearly basis during the professional development institute.

"East Oakland Leadership Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan."

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Means to Achieve Racial and Ethnic Balance of District

Governing Law: California Education Code 47605(b) (5) (G).

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

EOLA will strive to ensure that the student population at the school is reflective of Oakland. The outreach and monitoring efforts will include, among other things:

- An application and enrollment process that allows for broad-based recruiting and is prominently displayed on the school's website and at the school's campus
- Development of promotional and informational materials that are distributed to a broad range of community groups and agencies.
- School tours are available for prospective families
- A calendar of events, tours and Open Houses that are consistent from year to year so the community is familiar with EOLA patterns
- Making available translated materials and translation services for non-English speaking communities.

ELEMENT 8: ADMISSIONS REQUIREMENTS

*Governing Law: California Education Code 47605(b) (5) (D).
Admission requirement if applicable.*

EOLA is committed to maintaining a diverse student body. To attain our vision of a racially and economically diverse student population, including traditionally underserved students, we use a multi-part enrollment process to reach out to inner-city families.

First, we will recruit from our existing families whose children attend East Oakland Leadership Academy (K-8). This population exerts considerable effort recruiting students from inner-city middle schools and community student programs. Second, if the number of students interested in attending EOLA exceeds the school's capacity, admission is determined by a combination of lawful preferences. Admission Requirements are as follows:

- The applicant family must submit an application form provided by the school
- The applicant family must sign a document stating that they have read the introductory materials provided to them as part of the enrollment process
- At least one responsible adult member of the applicant family must attend an orientation meeting

As stated in the core principles, East Oakland Leadership Academy is committed to building a community of lifelong learners, representing the diversity of Oakland, and providing educational opportunities to the underserved urban students of Oakland. To reflect these values, admission to EOLA shall be granted in the following order of preference and according to the following rationale:

- Students who are currently enrolled (to ensure educational continuity)
- Siblings of enrolled and admitted students
- Children of EOLA staff
- Students from underperforming schools within the OUSD
- Other prospective students residing within OUSD boundaries
- All other applicants

As indicated previously, EOLA will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of race, ethnicity, national origin, gender, or disability.

Subject to further refinement and adjustment, the timeline for student enrollment applications shall be similar to that of OUSD.

April – June

Extensive student outreach

June

Deadline for student applications

Student enrollment determined (by a combination of lawful preferences).

Students notified of enrollment/wait list status.

July

Parent of student accept or reject enrollment.

Incoming Class is finalized.

Orientation Letters sent regarding EOLA's dates and School policies

August

Welcoming letter sent to families introducing Director and details regarding EOLA, general information and school opening.

East Oakland Leadership Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

As part of the Fall Information Update, East Oakland Leadership Academy will notify the District in writing of the application deadline and proposed lottery date. East Oakland Leadership Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.”

ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

Governing Law: California Education Code 47605(b) (5) (I).

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

Audits

An annual independent financial audit will be conducted by a certified public accountant with educational finance experience that is listed as approved by the State Controller, and will use generally accepted accounting principles. The Board or designee of EOLA will be responsible for contracting and overseeing the independent audit, and EOLA will provide the audit to the State Controller, OUSD the State Superintendent and the Department of Education by OUSD/State designated date of the following school year. EOLA Treasurer and/or Chief Financial Officer will resolve audit exceptions and deficiencies in a timely fashion. The Board of Trustees and EOLA will develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

Our most recent audit can be found in Appendix.

“To the extent that East Oakland Leadership Academy is a recipient of federal funds, including federal Title I, Part A funds, East Oakland Leadership Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. East Oakland Leadership Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

East Oakland Leadership Academy also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”

“The District may charge for the actual costs of supervisorial oversight of East Oakland Leadership Academy not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if East Oakland Leadership Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.”

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION

*Governing Law: California Education Code 47605(b) (5) (J).
The procedures by which pupils can be suspended or expelled.*

The overall goal of discipline at East Oakland Leadership Academy Charter School is to develop the habits of self-motivated, competent, lifelong learners that include:

- Identifying personal strengths and challenges.
- Conflict resolution and communication skills.
- Awareness of responsibility to community.

The East Oakland Leadership Academy Charter School has developed and maintains a comprehensive set of student discipline policies. These policies are summarized in the school's Student-Family Handbook and clearly describe the school's expectations regarding community norms, attendance, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will be introduced to the school's discipline policy during parent and student orientation prior to the inception of the school year. During this meeting, parents and students will be required to verify that they have reviewed and understand the policies prior. The discipline policies will be revisited again throughout the school year.

As appropriate, students will be given modifications and appropriate consequences for behavior violations. If a student demonstrates a frequency and/or pattern of violating school behavior expectations, additional resources, strategies, and personnel will be progressively applied in order to provide the student with an opportunity to learn and employ appropriate strategies that support a safe and respectful environment.

If necessary, students will be suspended from class while remaining on campus. Suspensions where a student is required to stay home will be used in cases when the safety of the student or others is in question. The school director may, pursuant to the school's adopted discipline policies, ultimately suspend or expel students who fail to comply with the terms of the student policies.

Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon recommendation of the School Director. The school's policies in the Student-Family Handbook clearly define the infraction students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual programmatic audit.

"East Oakland Leadership Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves East Oakland Leadership Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. East Oakland Leadership Academy shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

"In the case of a special education student, or a student who receives 504 accommodations, East Oakland Leadership Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: California Education Code Section 47605 (b) (5) (K)

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

East Oakland Leadership Academy faculty and staff will participate in the federal social security system.

ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES

Governing Law: California Education Code 47605(b) (5) (L).

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

Students who opt not to attend or transfer from EOLA may attend other district schools if allowed by the district or pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of the district or county of residence. The parent or guardian of each student enrolled in the charter school shall be informed that the student has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrolling in the charter school, except to the extent that such a right is extended by the local educational agency. Parents must be notified of the acceptability of credit for transferring into or out of the school.

ELEMENT 13: RETURN RIGHTS OF DISTRICT EMPLOYEES

Governing Law - Education Code Section 47605(b)(5)(M).

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

EOLA has the right to hire and not rehire staff, without regard to seniority. All staff will be given annual contracts and will work under Personnel Policies formulated by the East Oakland Leadership Academy Governance Board.

East Oakland Leadership Academy Staff who are employees of the charter school and who were not previous employees of the OUSD have no return rights by virtue of this charter. Return rights of employees of the East Oakland Leadership Academy who previously were employees of the OUSD may return to the District pursuant to the District's leave, transfer, and assignment policies. Thus, there is no guarantee of return by virtue of this charter, and the issue of return rights is a matter of negotiation between the OUSD and the employee, as keeping with the District's policies. Employment at the Charter School is voluntary.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: California Education Code 47605(b) (5) (N).

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter.

Disputes between EOLA and the OUSD

In the event that a dispute between EOLA and the OUSD does arise, the following process may be followed:

1. EOLA's Director, along with any other school staff he/she deems appropriate, would ask to meet with District representative according to processes that could be established in a Memorandum of Understanding.
2. If this meeting fails to resolve the dispute, then the matter would be brought to the District Superintendent for resolution.

Disputes Arising from Within the School

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

East Oakland Leadership Academy will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. East Oakland Leadership Academy will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

East Oakland Leadership Academy will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with East Oakland Leadership Academy alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. East Oakland Leadership Academy will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

East Oakland Leadership Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

East Oakland Leadership Academy will implement specific and continuing steps to notify applicants for admission and employment, 59 students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."

"The staff and Governing Board members of East Oakland Leadership Academy agree to attempt to resolve all disputes between the District and East Oakland Leadership Academy regarding this charter pursuant to the terms of

this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and East Oakland Leadership Academy, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
East Oakland Leadership Academy

To Coordinator, Office of Charter Schools:
Educational Center at Tilden
4551 Steele Street, Room 10
Oakland, California 94619

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

ELEMENT 15: COLLECTIVE BARGAINING

Governing Law - California Education Code Section 47605(b) (5) (O).

A declaration whether the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.

EOLA will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. EOLA will comply with all provisions of the Educational Employment Relations Act (EERA), and will act independently from OUSD for bargaining purposes.

ELEMENT 16: PROCEDURES FOR CLOSING

EOLA will comply with all requirements under Title 5 California Code of Regulations Sections 11962 and 11962.1 applicable to charter school closure.

Governing Law: A description of the procedures to be used if the charter school closes—California Education Code Section 47605(b) (5) (p)

In the event of closure or dissolution of EOLA, the Board of Trustees will refer to the Director the management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school. Reserve funds will pay for the closure activities. Families of children enrolled in EOLA will be informed. A list of all students attending EOLA will be forwarded to the Oakland Unified School District.

EOLA will forward student records to the students' district of residency and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of EOLA, after satisfaction of outstanding debts, will be transferred to another charter school within OUSD or in accordance with the Articles of Incorporation and By-laws of the school.

Documentation of Closure Action

The decision to close a charter school, for any reason, will be documented by an official action of the governing board of the charter authorizing entity. This will also be supported by an action of the charter school's governing board. The action will identify the reason for the school's closure.

If it is feasible to do so while still maintaining a viable and appropriate educational program, charter school closures will occur at the end of an academic year. Mid-year school closures should be avoided if possible, and the charter school and charter authorizer should work together to ensure that an appropriate, viable, and legally compliant education program continues until the end of the school year.

Notification to Receiving Districts

The charter school or authorizing entity will notify any school district that may be responsible for providing education services to the former students of the charter school so that the receiving district(s) may assist in facilitating student transfers.

Student and School Records Retention and Transfer

EOLA and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. The charter school and/or authorizing entity will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records. The authorizing entity and the charter school will agree to a plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

Financial Close-Out

EOLA and/or its authorizing entity will have an independent audit of the charter school completed within 6 months after the closure of the school. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the charter school. The assessment should include an accounting of all charter school assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the charter school. The cost of the audit may be considered a liability of the charter school.

In addition to a final audit, the charter school will submit any required year-end financial reports to the CDE and the authorizing entity in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

Upon completion of the closeout audit the authorizing entity and the charter school will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the charter school.

To the extent feasible, any assets of the charter school will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, should be returned to their source. Net assets of the charter school may be transferred to the authorizing entity. However, the net assets may be transferred to another public agency such as another public charter school.

MISCELLANEOUS CLAUSES

District Impact Report

Facilities

Governing Law: The description of the type and potential location of the facility to be used by the charter school.—Education Code Section 47605(g).

EOLA will be located at 2614 Seminary Ave., Oakland, California.

Administrative Services

Governing Law: The manner in which administrative services of the School are to be provided.—California Education Code Section 47605(g).

East Oakland Leadership Academy has an experienced administrative staff that is responsible for services such as payroll, accounting, and purchasing. East Oakland Leadership Academy is responsible for its personnel salary and benefits, and other costs. No administrative services will be provided by OUSD.

Potential Civil Liability Effects

East Oakland Leadership Academy, a 501 (c) (3) nonprofit corporation, is responsible for all matters of civil and financial liability resulting from operation of the school. OUSD will not be liable for EOLA's debts or obligations, and the school will hold OUSD harmless from all matters of liability for its operation under this charter. EOLA will be responsible for its own costs and attorney's fees during its operation under the charter, and will be fully liable for such costs, including those that extend beyond the term of the charter that results from any claims associated with the school.

EOLA assumes these responsibilities and will purchase and maintain as general liability, property, workers' compensation, and unemployment insurance. Insurance coverage will meet industry standards and amounts set forth in a certificate of insurance and other documents satisfactory to the District Risk Manager. EOLA will be responsible for claims resulting from its operation that are made during or after the existence of the charter school.

The school will be responsible for all supplies and equipment purchased. In the event of loss by fire, disaster, or theft, OUSD will have no responsibility for such items. Further, OUSD will have no responsibility for the losses of student and staff property for any reason, and will hold the district harmless from any such losses.

"East Oakland Leadership Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- East Oakland Leadership Academy is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of East Oakland Leadership Academy.
- The District is authorized to revoke this charter for, among other reasons, the failure of East Oakland Leadership Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit East Oakland Leadership Academy books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

East Oakland Leadership Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to East Oakland Leadership Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to East Oakland Leadership Academy operations is received by the District, East Oakland Leadership Academy shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by East Oakland Leadership Academy by law or charter provisions."

Public Records

"East Oakland Leadership Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including East Oakland Leadership Academy to provide certain information in certain formats in certain ways to the general public and specifically 57 to parents of students at East Oakland Leadership Academy and of the District. East Oakland Leadership Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that East Oakland Leadership Academy does not have that East Oakland Leadership Academy needs in order to meet its obligations, the District shall provide the same to East Oakland Leadership Academy in a reasonably timely manner upon request."

External Reporting

"East Oakland Leadership Academy will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."

Miscellaneous Charter Related Issues

"East Oakland Leadership Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools..."

“The District may revoke the charter of East Oakland Leadership Academy in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.”

With the exception of services performed by OUSD in providing oversight to EOLA as defined by Education Code Section 47604.32, all charter-requested services from OUSD will be on a pay-for-service basis.

In accordance with Education Code 47613, the chartering agency may charge for the actual costs of oversight of the EOLA charter school not to exceed one percent of the revenue of the charter school. For purposes of this charter, “revenue of the charter school” means the general purpose entitlement and categorical block grant, as defined in subdivisions (a) and (b) of Section 47632. Subject to availability, EOLA may request OUSD services on a pay-for-service basis.

The school will report daily attendance requirements to OUSD in a format acceptable to the district and state. Required reports regarding daily attendance will be completed and submitted to requesting agencies. Budget allocation and vendor selection will be the responsibility of the Board of Trustees with substantial input from the Director. The Director will develop all budget proposals and have latitude in determining how funds are best used within budget categories. The Board of Trustees may delegate authority to the Director to select vendors below a contract amount to be determined, but will retain overall responsibility for contract approvals. The Board of Trustees will work with Click Books for payroll services and to ensure compliance with state financial accounting procedures.

Financial statements such as a balance sheet, income statement, and statement of cash flow will be prepared by the Director. Financial statements will be accessible to the independent auditor, school officers, OUSD, families of EOLA students and any Board of Trustees members who want to assess the school’s financial condition. In addition, the EOLA will submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller’s Office, County Superintendent of Schools, and the Oakland Unified School District by designated dates.

“If East Oakland Leadership Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If East Oakland Leadership Academy moves or expands to another facility during the term of this charter, East Oakland Leadership Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. East Oakland Leadership Academy shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”

CONCLUSION

The Board, staff, administration, and parents of East Oakland Leadership Academy are proud of the progress the school has made and continuous to make. In accordance with its original charter, the school has also successfully created a community in which parents participate regularly, and both parents and students are excited about the learning program. Parents are satisfied with the school across a broad range of parameters, and make an effort to ensure that their children are in attendance. Interest in the school increases each year as evidenced by growing enrollment.

East Oakland Leadership Academy (EOLA) is an effective, viable organization because:

- ✓ EOLA has met the requirements for charter renewal.
- ✓ EOLA provides a safe environment conducive to learning with a five-year lease
- ✓ EOLA is fiscally sound and managed by Vogel & Associates and Vicente, Lloyd & Stutzman accounting firm
- ✓ EOLA provides a proven successful academic program in which all children succeed
- ✓ EOLA has a responsible and effective board of directors

East Oakland Leadership Academy (EOLA)'s charter should be renewed for five years.

REQUIRED AFFIRMATIONS

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for East Oakland Leadership Academy, to be located in Oakland, California, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school and further I understand that if awarded a charter, the school will:

- Meet all statewide standards and conduct the student assessments required, pursuant to education Code §60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other equivalent document which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- §47605 (d)(3): If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.
- At all times maintain all necessary and appropriate insurance coverage.
- Follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Admit all California students who wish to enroll in the School without regard to the residence of the pupil subject only to the capacity of the School.

EOLA AFFIRMATION

IF I CAN CONCEIVE IT AND BELIEVE IT I CAN ACHIEVE IT

EOLA CREED

FAILURE IS NOT AN OPTION

I am somebody.

I can succeed.

I will reach my goals. I will support other people.
I will make a difference in the community and in the world.

I will be a leader and not a follower. I will be open to learn new things.
I will be generous. I will be respectful. I will be positive. I will be truthful and obedient.

I am educated. I am a role model. I am proud of who I am.
I am human. I am powerful. I am a great student. I am a great listener.

I can be trusted. I can make it.

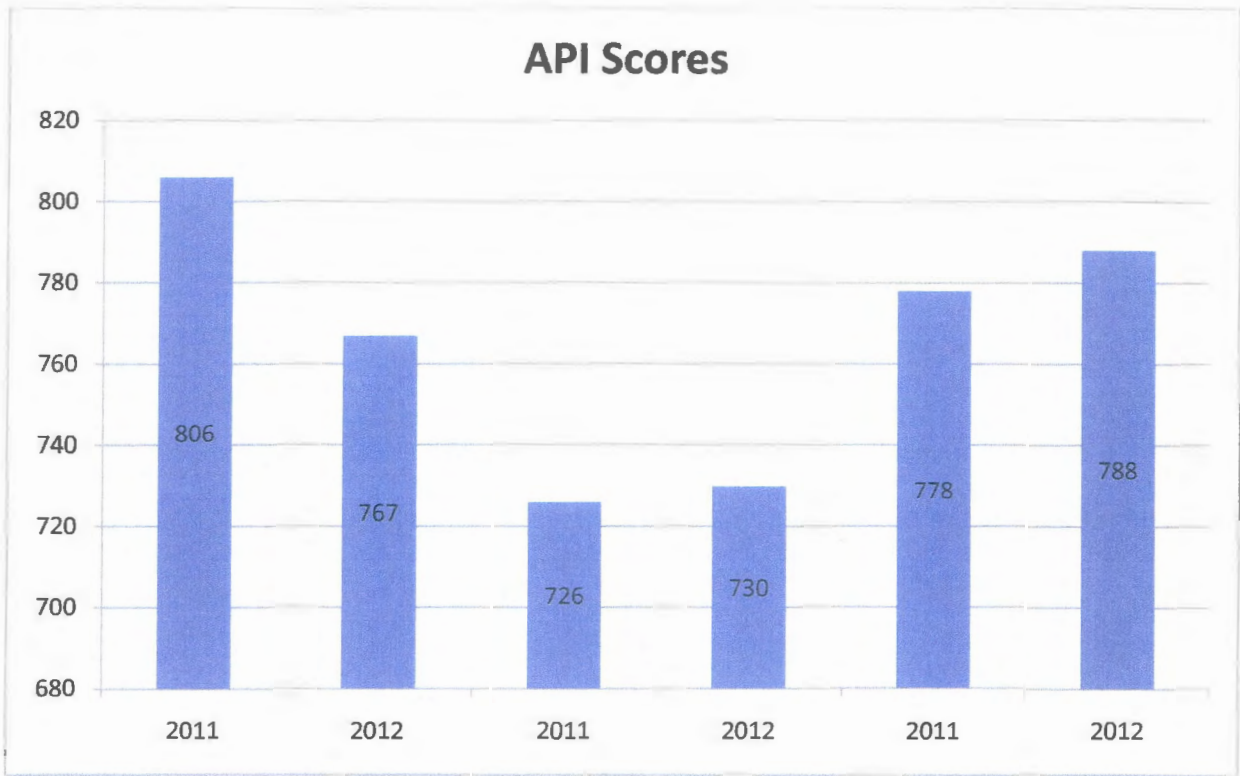
I will push myself to do well. I will make something out of myself.
I will take the "t" out of can't and do all that I can.

I will learn. I will do the best that I can at all times.

Written by: 7th Graders
& Mrs. Williams 04/05

The Creed and Affirmation is recited daily during Morning Circle

APPENDIX A- CST DATA

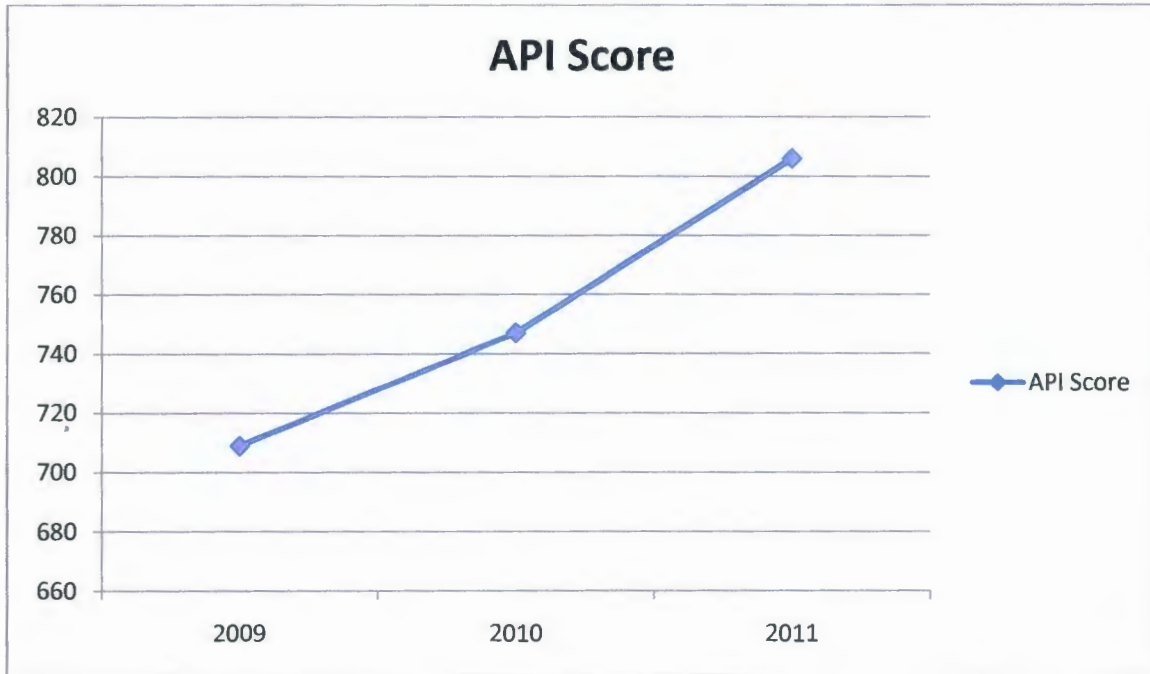


EOLA

OUSD

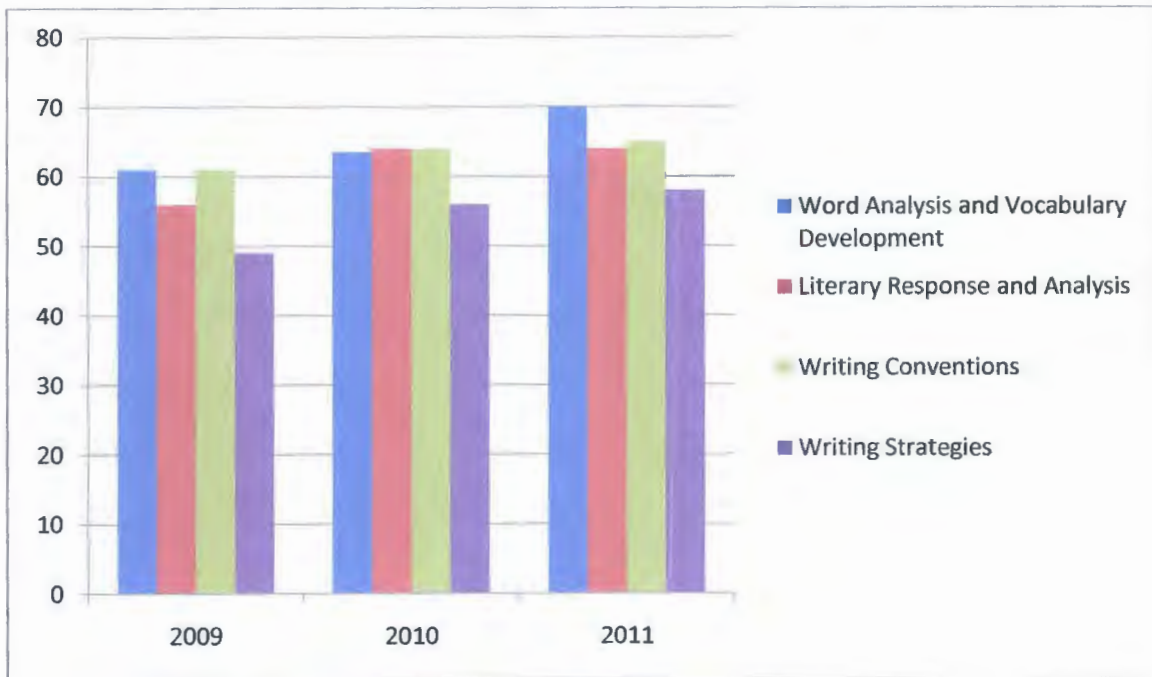
CALIFORNIA

- EOLA's API score was above the statewide API score in 2011
- EOLA's API score was similar to the statewide API score in 2012
- EOLA's API scores in 2011 and 2012 are above Oakland Unified School District's



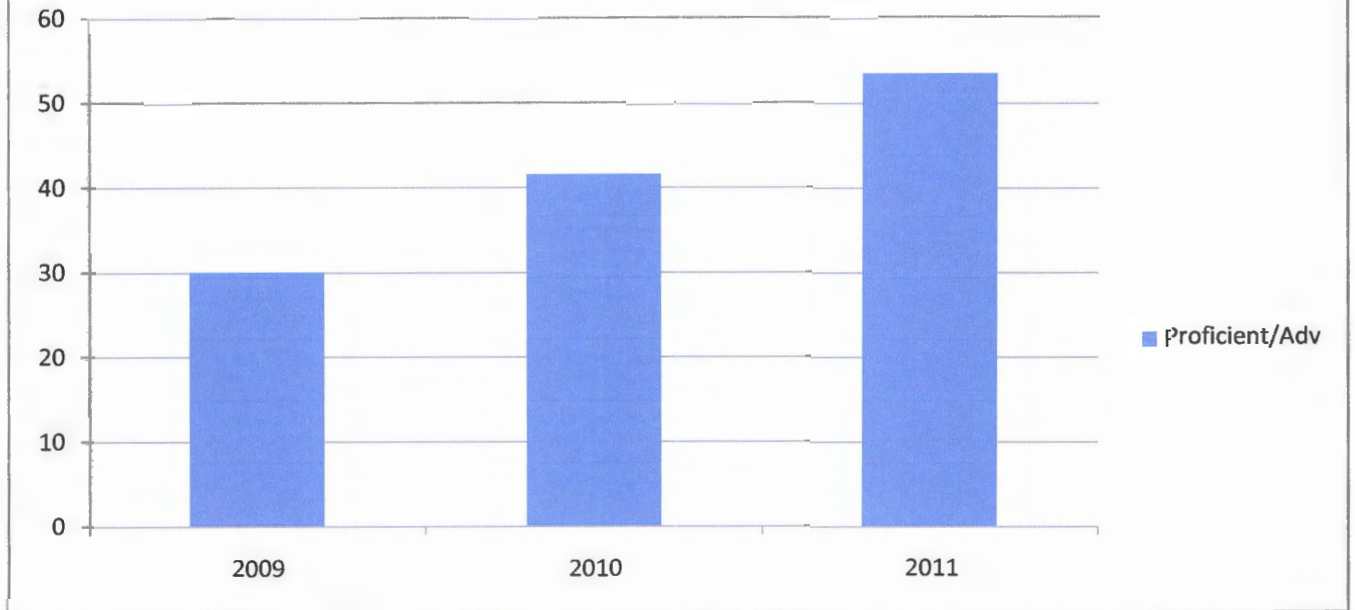
- The API Score increased each year from 2009-2011.

ELA CST Summary: School Averages



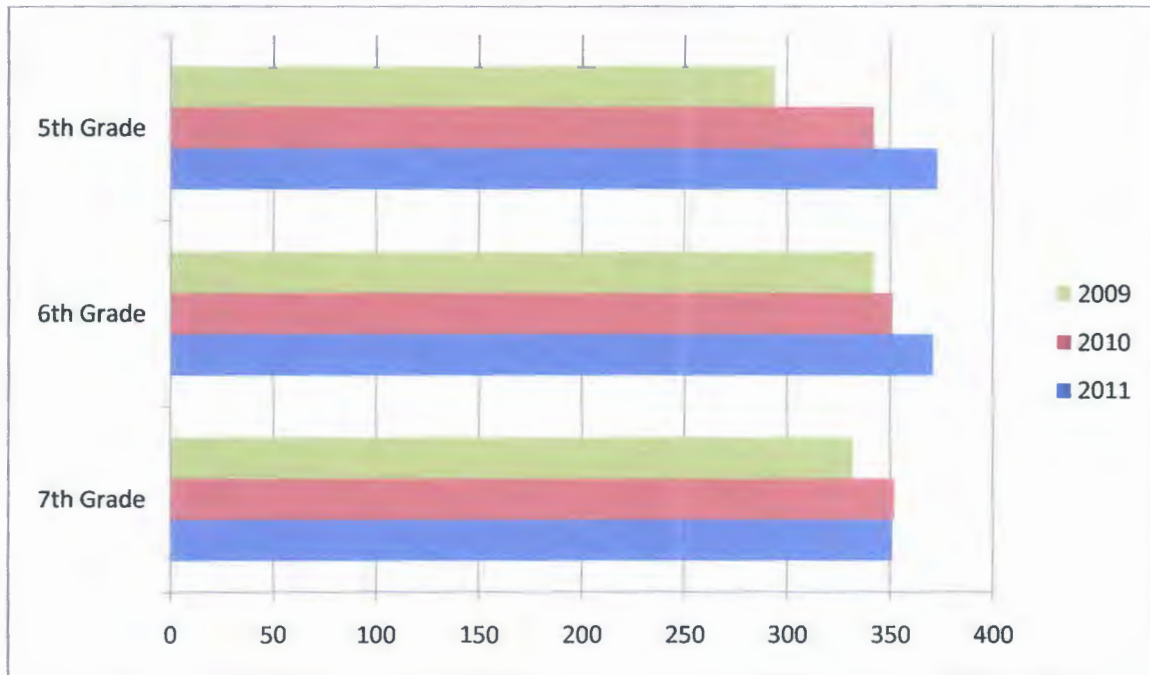
- Percentage scores in four of the five areas of ELA increased between 2008-2009 and 2011-2012

ELA CST Summary: % of Students scoring Proficient/Advanced



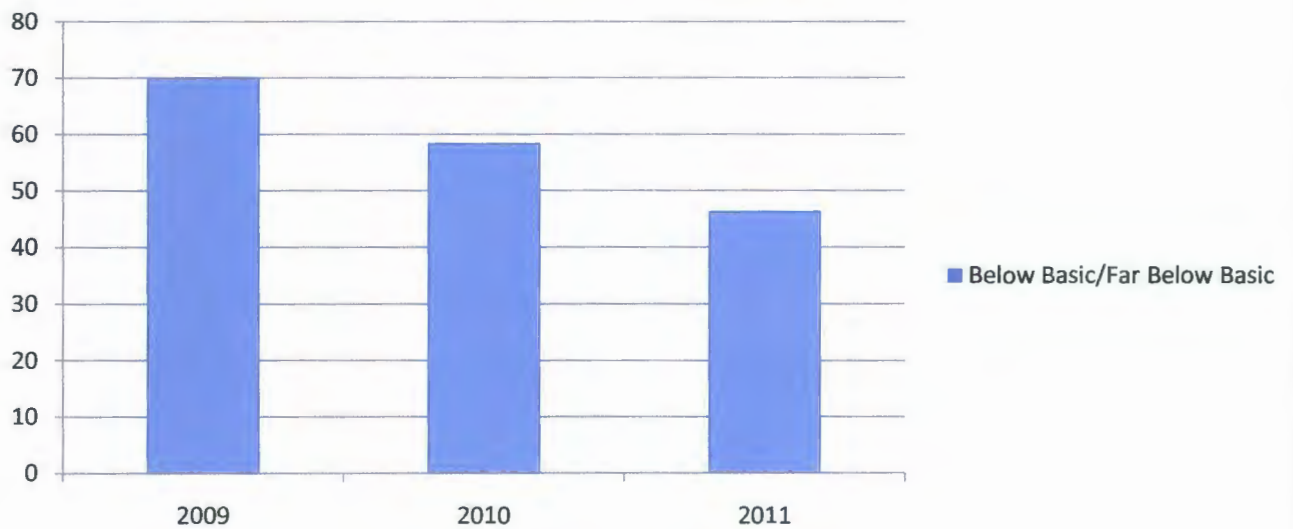
- The percentage of students scoring Advanced and Proficient in English Language Arts (ELA) increased each year from 2009-2011.

ELA CST Class Averages: Grades 5-7



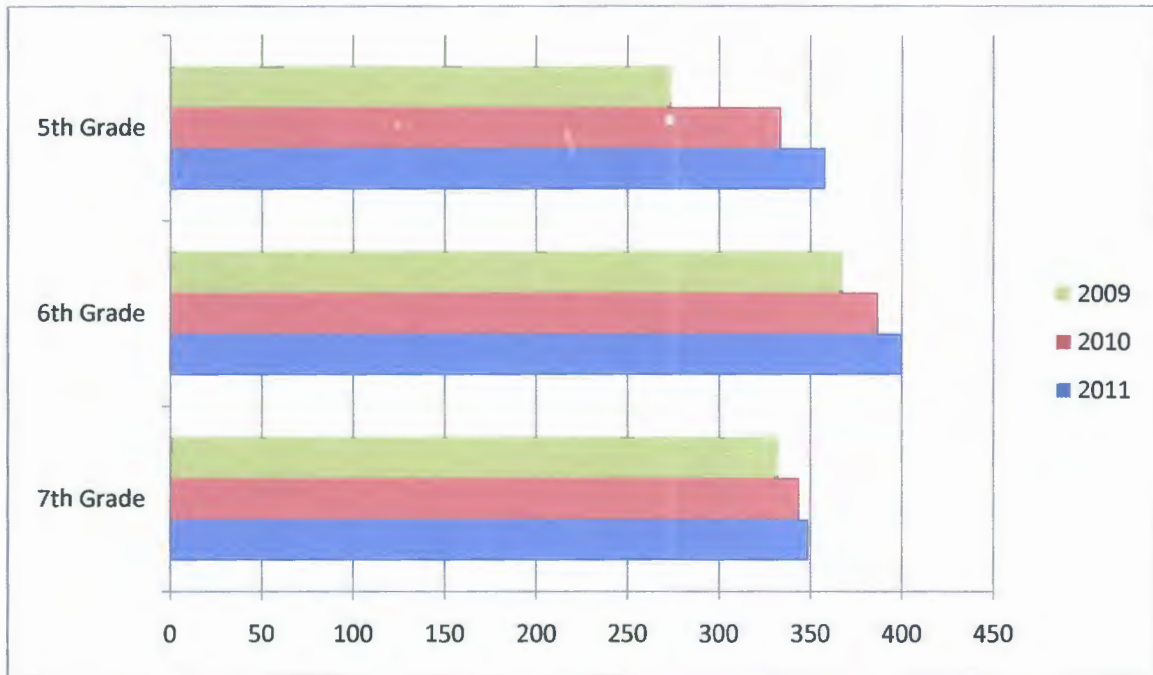
- The class averages for ELA for grades five through seven increased between 2009-2011.

ELA CST Summary: % of Students scoring Below Basic/Far Below Basic



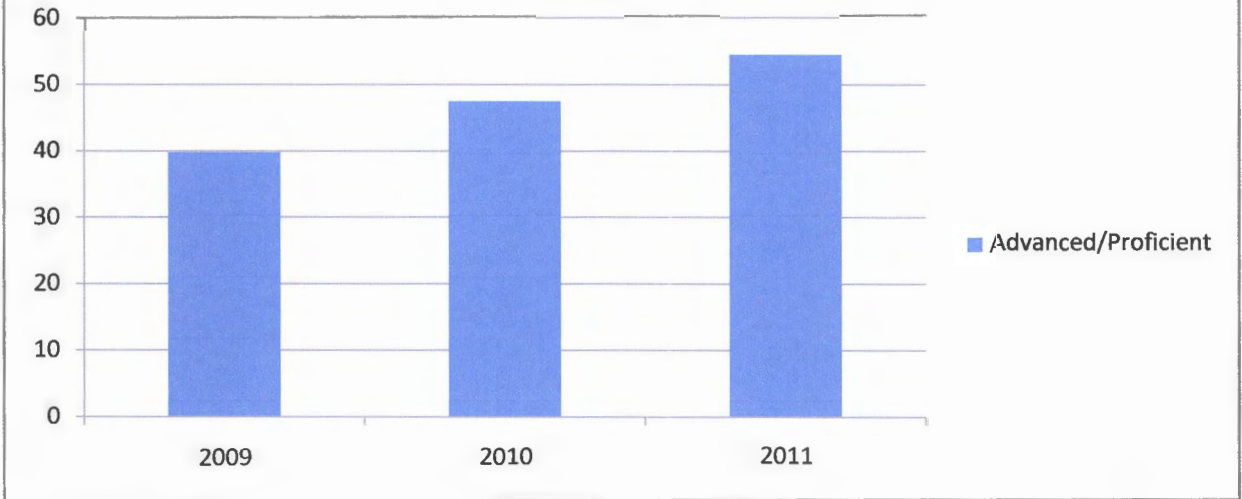
- The percentage of students scoring Below Basic and Far Below Basic in ELA decreased each year from 2009-2011

Mathematics CST Class Averages: Grades 5-8



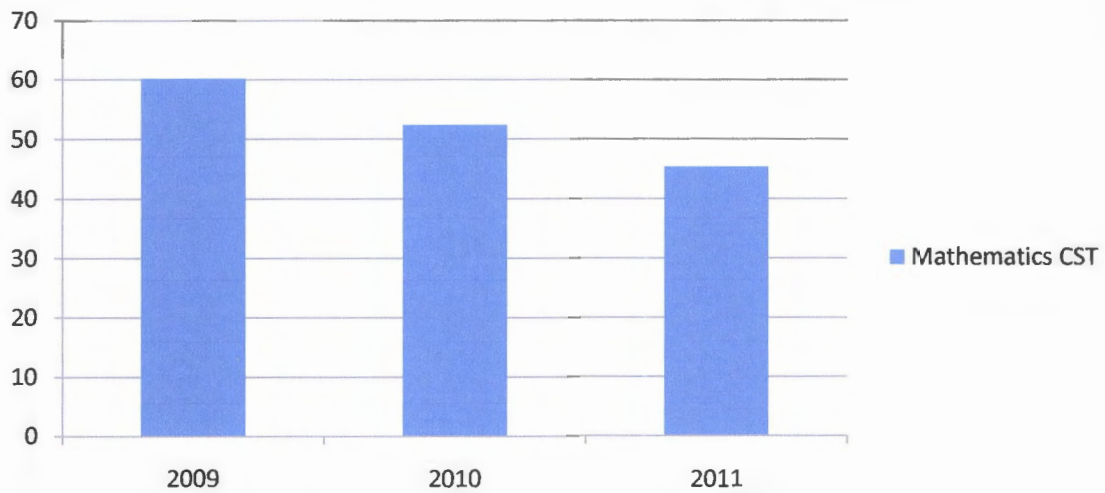
- The class averages for math for grades five through seven increased between 2009-2011.

Mathematics CST Summary: % of Students scoring Advanced/Proficient



- The percentage of students scoring Advanced and Proficient in Math increased each year from 2009-2011.

Mathematics CST Summary: % of Students scoring Below Basic/Far Below Basic



- The percentage of students scoring Below Basic and Far Below Basic decreased between 2009-2011.

APPENDIX B- AUDIT

The audit is in the final stages and will be submitted immediately upon completion.

APPENDIX C- CASH FLOW

East Oakland Leadership Academy — 2012-13 Cash Flow Worksheet

	Jul 2012	Aug	Sep	Oct	Nov	Dec	Jan 2013	Feb	Mar	Apr	May	Jun	Total 2012-13
Beginning Balance	\$ 118,811	\$ (6,912)	\$ 343,037	\$ 261,930	\$ 241,800	\$ 152,032	\$ 64,669	\$ (294)	\$ 59,743	\$ 11,508	\$ (46,039)	\$ (54,814)	\$ 118,811
Revenues													
<small>NOTE: Monthly revenue projections not given by CDE schedule or other specific apportionment are deliberately rounded to the nearest \$100</small>													
<small>NOTE: Principal Apportionment Payments and Deferrals are shown as occurring one month later than specified in statute to account for banking delays</small>													
State Programs													
Charter School General Purpose Block Grant Allocations													
In Lieu Tax Portion	\$ -	\$ 23,202	\$ 23,202	\$ 15,468	\$ 15,468	\$ 15,468	\$ 15,468	\$ 15,468	\$ 27,200	\$ 13,600	\$ 13,600	\$ 13,600	\$ 191,744
Regular State Aid Portion *	-	-	-	25,212	25,212	25,212	25,212	25,212	22,800	22,800	22,800	22,800	217,262
Charter School Categorical Block Grant Allocations													
Regular Portion *	-	-	-	7,432	7,432	7,432	7,432	7,432	-	-	-	-	37,158
Economic Impact Aid	-	-	-	-	18,400	-	18,400	-	18,400	-	18,400	-	73,600
California Lottery													
Restricted Portion	-	-	-	-	-	-	-	-	-	-	-	-	-
Unrestricted Portion	-	-	-	-	-	-	4,100	-	-	4,100	-	-	8,200
Charter School Facility Grant Program (SB740)	-	-	-	33,800	-	-	-	11,300	-	-	-	-	45,100
CA Primary (K-3) Class Size Reduction † (E.C. 52120 et seq.)	-	-	-	-	12,400	-	-	14,100	-	-	-	-	26,500
After School Education and Safety (ASES) Program (EC 8482)	-	-	-	-	11,700	-	-	70,200	-	-	-	-	81,900
Charter School Facilities Incentive Grants Program (CFDA #8)	-	7,625	7,625	7,625	7,625	7,625	7,625	7,625	7,625	7,625	7,625	7,625	83,875
All Other State Programs	-	74,654	-	-	-	-	-	-	-	-	-	-	74,654
Deferrals IN/(OUT) *	-	-	-	-	-	-	-	-	(32,960)	(13,473)	(41,200)	(22,800)	(110,433)
EPA payment (only if Prop 30 passes!)	-	-	-	-	-	-	-	-	-	-	-	127,387	127,387
SUBTOTAL State Revenues	\$ -	\$ 105,481	\$ 30,827	\$ 89,537	\$ 98,237	\$ 55,737	\$ 78,237	\$ 151,337	\$ 43,065	\$ 34,652	\$ 21,225	\$ 148,612	\$ 856,947
Federal Programs													
Title I through V Part A (incl. NCLB) Allocations	-	-	-	-	-	-	-	-	-	-	57,600	-	57,600
Other Federal Programs	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Federal Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 57,600	\$ -	\$ 57,600
Local Programs													
Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Local Revenue	1,883	2,586	-	-	-	-	-	-	-	-	-	-	4,469
Subtotal Local Revenues	\$ 1,883	\$ 2,586	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,469
Total Revenues	\$ 1,883	\$ 108,067	\$ 30,827	\$ 89,537	\$ 98,237	\$ 55,737	\$ 78,237	\$ 151,337	\$ 43,065	\$ 34,652	\$ 78,825	\$ 148,612	\$ 919,016
Expenses													
<small>NOTE: Monthly expense projections are deliberately rounded to the nearest \$100</small>													
Certificated Salaries	\$ 38,511	\$ 39,723	\$ 47,490	\$ 36,300	\$ 36,300	\$ 36,300	\$ 36,300	\$ 36,300	\$ 36,300	\$ 36,300	\$ 36,300	\$ 36,300	\$ 452,424
Classified Salaries	7,017	7,487	11,974	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	120,977
Employee Benefits	2,536	6,238	10,611	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	5,700	70,685
Books & Supplies	2,420	1,468	683	2,900	2,900	1,600	1,600	1,600	2,500	1,600	1,600	1,200	22,071
Services & Operational Expenses	52,060	20,680	44,795	28,000	28,000	28,000	28,000	28,000	28,000	28,000	24,300	24,300	362,136
Capital Outlay	1,325	-	-	9,200	9,200	9,200	9,200	9,200	9,200	9,200	9,200	9,200	84,125
Other Outgo	-	-	-	-	51,800	51,800	51,900	-	-	-	-	-	155,500
Total Expenses	\$ 103,869	\$ 75,596	\$ 115,553	\$ 92,600	\$ 144,400	\$ 143,100	\$ 143,200	\$ 91,300	\$ 91,300	\$ 92,200	\$ 87,600	\$ 87,200	\$ 1,267,917
Other Cash Transactions													
Accounts Receivable (including PY Deferrals)	\$ -	\$ 320,545	\$ -	\$ (17,067)	\$ (43,605)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 259,873
Loan Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions IN	\$ -	\$ 320,545	\$ -	\$ (17,067)	\$ (43,605)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 259,873
Accounts Payable	\$ 23,737	\$ 3,068	\$ (3,619)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,186
Repayment of Debt Principal	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal Other Cash Transactions OUT	\$ 23,737	\$ 3,068	\$ (3,619)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,186
Net Cash Position	\$ (125,723)	\$ 349,949	\$ (81,107)	\$ (20,130)	\$ (89,768)	\$ (87,363)	\$ (64,963)	\$ 60,037	\$ (48,235)	\$ (57,548)	\$ (8,775)	\$ 61,412	\$ (112,213)
Cumulative Cash Position	\$ (6,912)	\$ 343,037	\$ 261,930	\$ 241,800	\$ 152,032	\$ 64,669	\$ (294)	\$ 59,743	\$ 11,508	\$ (46,039)	\$ (54,814)	\$ 6,598	\$ 6,598

Comments: will be deducted directly from State Aid and Cat BG Allocations (ie., revenue projections above will be diminished accordingly)

* Deferrals calculated from CDE Statutory List as of 10/3/12

APPENDIX D- BUDGET

East Oakland Leadership Academy

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East Oakland Leadership Academy

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2011-12 Estimated Actuals	Year I 2012-13 Projected Budget	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
EXECUTIVE SUMMARY				
Key Budget and Financial Variables: Enrollment and ADA				
School Enrollment	114	120	121	120
School ADA at P-2	120	114	115	114
Ratio of P-2 ADA to Enrollment	105.0%	95.0%	95.0%	95.0%
Total Revenues per pupil enrolled	\$ 10,239	\$ 9,200	\$ 7,844	\$ 7,426
Total Expenses per pupil enrolled	\$ 10,114	\$ 10,017	\$ 9,130	\$ 9,289
A. Revenues:				
State Programs ^(a)	\$ 1,110,354	\$ 1,045,922	\$ 890,534	\$ 832,521
Federal Programs	56,429	57,558	58,000	58,000
Local Programs	500	538	554	563
Total Revenues	\$ 1,167,283	\$ 1,104,017	\$ 949,088	\$ 891,084
B. Expenditures:				
Certificated Salaries	\$ 431,595	\$ 435,449	\$ 463,100	\$ 463,100
Classified Salaries	125,840	125,840	106,704	106,704
Employee Benefits	102,574	68,758	69,801	69,801
Subtotal Compensation Costs	660,009	630,047	639,605	639,605
Books & Supplies	74,500	41,077	42,262	42,889
Services & Operational Expenses	418,449	420,866	422,866	432,198
Capital Outlay	-	110,000	-	-
Total Expenditures	\$ 1,152,958	\$ 1,201,990	\$ 1,104,733	\$ 1,114,692
Net Operations: Sub Total	\$ 14,325	\$ (97,973)	\$ (155,645)	\$ (223,608)
C. Other Financings/Sources/Uses				
Plus: Loans and Transfers In	\$ 54,000	\$ -	\$ -	\$ -
Less: Transfers Out and Other Uses	(54,000)	-	-	-
Net: Total Other Financings	\$ -	\$ -	\$ -	\$ -
Total Net Change	\$ 14,325	\$ (97,973)	\$ (155,645)	\$ (223,608)
Beginning Balance	859,387	873,712	775,739	620,094
Ending Balance	\$ 873,712	\$ 775,739	\$ 620,094	\$ 396,486

(a) Includes payments made via District for in-lieu property tax funding

East Oakland Leadership Academy

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type	Code	Year 0 2011-12 Estimated Actuals	Year I 2012-13 Projected Budget	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
REVENUES					
State Programs					
Charter School General Purpose Block Grant A	8015; 8096	\$ 651,683	\$ 588,934	\$ 594,010	\$ 603,678
Charter School Categorical Block Grant Allocation	480; S1RevA	47,621	45,600	46,000	46,740
California Lottery – Restricted Funds – Prop 20	8560R	3,470	3,420	3,450	3,420
California Lottery – Unrestricted Funds – Non-F	8560U	14,717	14,250	14,375	14,250
CA Primary (K-3) Class Size Reduction (E.C. 52120 et seq)		38,556	48,195	48,195	54,900
Economic Impact Aid	8311	117,135	91,932	92,910	94,188
Subtotal, Major State Programs		\$ 873,181	\$ 792,331	\$ 798,940	\$ 817,176
Note: The Charter School General Purpose Block Grant Allocation includes payments made via District/Sponsor for in-lieu property tax funding					
Other State Programs					
After School Education and Safety (ASES) Program (E)		117,000	117,000	-	-
Charter School Facilities Incentive Grants Program (CF)		76,250	91,500	91,500	15,250
Charter School Facility Grant Program		43,830	45,000	-	-
Mandate Block Grant		93	91	94	96
Subtotal, Other State Programs		\$ 237,173	\$ 253,591	\$ 91,594	\$ 15,346
Total State Programs		\$ 1,110,354	\$ 1,045,922	\$ 890,534	\$ 832,521
Federal Programs					
NCLB: Title I, Part A, Basic Grants Low-Income	8290	\$ 56,429	\$ 57,558	\$ 58,000	\$ 58,000
Other Federal Programs		<i>No Other Federal Programs Currently in Use</i>			
Total Federal Programs		\$ 56,429	\$ 57,558	\$ 58,000	\$ 58,000
Local Programs					
Donations	8699	\$ -	\$ -	\$ -	\$ -
Other Local Programs	8600-8799				
P.E. Uniforms		500	538	554	563
Total Local Programs		\$ 500	\$ 538	\$ 554	\$ 563
TOTAL REVENUES		\$ 1,167,283	\$ 1,104,017	\$ 949,088	\$ 891,084
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 431,595	\$ 435,449	\$ 463,100	\$ 463,100
Classified Salaries	2000-2999	125,840	125,840	106,704	106,704
Employee Benefits	3000-3999	102,574	68,758	69,801	69,801
Books & Supplies	4000-4999	74,500	41,077	42,262	42,889
Services & Operational Expenses	5000-5999	418,449	420,866	422,866	432,198
Capital Outlay	6000-6999	-	110,000	-	-
TOTAL EXPENDITURES		\$ 1,152,958	\$ 1,201,990	\$ 1,104,733	\$ 1,114,692
BUDGET SURPLUS/(DEFICIT)		\$ 14,325	\$ (97,973)	\$ (155,645)	\$ (223,608)

East Oakland Leadership Academy

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2011-12 Estimated Actuals	Year I 2012-13 Projected Budget	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
INTERFUND TRANSFERS AND OTHER FINANCING SOURCES/USES				
Interfund Transfers	<i>No Interfund Transfers Currently in Use</i>			
Sources	8930-8979			
Citibank Working Capital Fund Draws	54,000	-	-	-
Uses	7630-7699			
Citibank Working Capital Fund Payments	(54,000)	-	-	-
TOTAL OTHER FINANCING SOURCES/USES	\$ -	\$ -	\$ -	\$ -
NET INCREASE/(DECREASE) IN FUND BALANCE	\$ 14,325	\$ (97,973)	\$ (155,645)	\$ (223,608)
FUND BALANCE				
Beginning Fund Balance				
As of July 1, Unaudited	9791	757,815	873,712	775,739
Plus/(Minus) Audit Adjustments	9793	-	-	-
As of July 1, Audited		757,815	873,712	775,739
Other Restatements	9795	101,572	-	-
Net Beginning Balance		859,387	873,712	775,739
Ending Fund Balance, June 30		\$ 873,712	\$ 775,739	\$ 620,094
COMPONENTS FOR ENDING FUND BALANCE				
Miscellaneous Components	<i>No Miscellaneous Components Currently in Use</i>			
Designated Amounts				
Designated for Economic Uncertainty	9770	200,000	61,000	61,000
currently set at greater of \$ or 5% of Total Expenditures:		n/a	5%	5%
Reserve for Funding Uncertainty (Other Des	9780	1,555	-	-
reserve calculated by following Trigger amounts per ADA		13	-	-
Reserve for Funding Uncertainty (Other Des	9775	-	49,470	49,897
Trigger reduction rate (% of GPBG funds)		-	8.4%	8.4%
Unappropriated Amount	9790	672,144	665,269	509,197
TOTAL COMPONENTS FOR ENDING FUND BALANCE		\$ 873,712	\$ 775,739	\$ 620,094

East Oakland Leadership Academy

Expenditures Worksheet – Compensation

Budget Type	Ordinal Year Fiscal Year SACS Code	Year 0 2011-12 Estimated Actuals	Year I 2012-13 Projected Budget t	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
Certificated Salaries	1000-1999				
Certificated Teacher Salaries	1100-1199				
Teachers – Regular Program	1100	241,500	245,389	321,000	321,000
Other Teacher Salaries					
Teacher – Art	1110	45,200	45,200	46,100	46,100
Teacher Stipends – ASES	1150	23,780	23,760	-	-
Total Certificated Teacher Salaries	1000-1199	\$ 310,460	\$ 314,349	\$ 367,100	\$ 367,100
Other Certificated Employee Salaries					
Pupil Support Salaries	12xx	<i>No Pupil Support Salaries currently projected</i>			
Subtotal 12xx		\$ -	\$ -	\$ -	\$ -
School Administrator Salaries	13xx				
Executive Director	1331	94,135	94,100	96,000	96,000
Executive Director – ASES Stipend	1334	27,000	27,000	-	-
Subtotal 13xx		\$ 121,135	\$ 121,100	\$ 96,000	\$ 96,000
Other Certificated Salaries	19xx	<i>No Other Certificated Salaries currently projected</i>			
Subtotal 19xx		\$ -	\$ -	\$ -	\$ -
TOTAL CERTIFICATED SALARIES	1000-1999	\$ 431,595	\$ 435,449	\$ 463,100	\$ 463,100
Classified Salaries	2000-2999				
Non-Certificated Instructional Salaries	21xx				
PE Teacher	2121	24,000	24,000	24,500	24,500
PE Teacher – ASES Stipend	2124	6,000	6,000	-	-
Subtotal 21xx		\$ 30,000	\$ 30,000	\$ 24,500	\$ 24,500
Pupil Support Salaries	22xx				
Janitor	2261	9,600	9,600	9,804	9,804
Other (Identify)	2291	-	-	-	-
Subtotal 22xx		\$ 9,600	\$ 9,600	\$ 9,804	\$ 9,804
Administrator Salaries	23xx				
Site Coordinator	2351	45,000	45,000	45,900	45,900
Site Coordinator – ASES Stipend	2354	8,040	8,040	-	-
Subtotal 23xx		\$ 53,040	\$ 53,040	\$ 45,900	\$ 45,900
Clerical, Technical & Other Office Employee Salar	24xx				
Office Manager	2461	26,000	26,000	26,500	26,500
Office Manager – ASES Stipend	2464	7,200	7,200	-	-
Subtotal 24xx		\$ 33,200	\$ 33,200	\$ 26,500	\$ 26,500
Other Classified Salaries	29xx	<i>No Other Classified Salaries currently projected</i>			
Subtotal 29xx		\$ -	\$ -	\$ -	\$ -
TOTAL ALL CLASSIFIED WAGES	2000-2999	\$ 125,840	\$ 125,840	\$ 106,704	\$ 106,704

East Oakland Leadership Academy
Expenditures Worksheet – Employee Benefits

Ordinal Year Fiscal Year	Year 0 2011-12	Year I 2012-13	Year II 2013-14	Year III 2014-15
SACS Budget Type Code	Estimated Actuals	ProjectedBud get	Projected Budget	Projected Budget
State Teachers Retirement System (STRS)				
<i>No STRS costs currently projected</i>				
STRS Subtotal	\$ -	\$ -	\$ -	\$ -
Public Employees Retirement System (PERS)				
<i>No PERS costs currently projected</i>				
PERS Subtotal	\$ -	\$ -	\$ -	\$ -
Old Age, Survivors, Disability, and Health Insurance (OASDI)				
Medicare, certificated contributions	3301	6,258	6,314	6,715
Social Security, certificated contributions	3301	26,759	26,998	28,712
Medicare, noncertificated contributions	3302	1,825	1,825	1,547
Social Security, noncertificated contributions	3302	7,802	7,802	6,616
OASDI Subtotal	\$ 42,644	\$ 42,939	\$ 43,590	\$ 43,590
Health Benefit Costs (HDV)				
<i>No HDV costs currently projected</i>				
Combined HDV estimate, certificated contributi	3401	31,445	-	-
Combined HDV estimate, noncertificated contri	3402	-	-	-
HDV Subtotal	\$ 31,445	\$ -	\$ -	\$ -
State Unemployment Insurance (SUI/SEF)				
Certificated contributions	3501	6,949	4,790	5,094
Noncertificated contributions	3502	2,026	1,384	1,174
SUI/SEF Subtotal	\$ 8,975	\$ 6,174	\$ 6,268	\$ 6,268
Worker's Compensation Insurance (WC)				
Certificated contributions	3601	15,106	15,241	16,209
Noncertificated contributions	3602	4,404	4,404	3,735
WC Subtotal	\$ 19,510	\$ 19,645	\$ 19,943	\$ 19,943
Other Benefits				
<i>No Other Benefit costs currently projected</i>				
Other Benefits Subtotal	\$ -	\$ -	\$ -	\$ -
Total Benefit Costs	3000-3999	\$ 102,574	\$ 68,758	\$ 69,801

East Oakland Leadership Academy

Expenditures Worksheet – Books and Supplies

Ordinal Year Fiscal Year	Year 0 2011–12	Year I 2012–13	Year II 2013–14	Year III 2014–15
SACS Budget Type Code	Estimated Actuals	ProjectedBudge t	Projected Budget	Projected Budget
Approved Textbooks and Core Curricula Materials				
Textbooks (students)	10,000	12,000	12,366	12,558
Other (Identify)	-	-	-	-
Subtotal, Approved Textbooks and Core Curri 4100	\$ 10,000	\$ 12,000	\$ 12,366	\$ 12,558
Books and Other Reference Materials				
<i>No Other Books costs currently projected</i>				
Subtotal, Books and Other Reference Materia 4200	\$ -	\$ -	\$ -	\$ -
Materials and Supplies				
Custodial Supplies	1,000	1,500	1,546	1,571
Instructional Supplies	16,000	16,000	16,489	16,745
Office Supplies	8,000	8,000	8,244	8,372
P.E. Uniforms	500	538	554	563
Postage	400	430	443	450
Student Incentives	600	610	620	630
Subtotal, Materials and Supplies 4300	\$ 26,500	\$ 27,077	\$ 27,896	\$ 28,331
Non Capitalized Equipment				
Equipment - Computers	38,000	2,000	2,000	2,000
Other Replacement Allocation	-	-	-	-
Subtotal, Non Capitalized Equipment 4400	\$ 38,000	\$ 2,000	\$ 2,000	\$ 2,000
Food for Student Nutrition				
<i>No Food for Student Nutrition costs currently projected</i>				
Subtotal, Food for Student Nutrition 4700	\$ -	\$ -	\$ -	\$ -
Total Books & Supplies 4000-4999	\$ 74,500	\$ 41,077	\$ 42,262	\$ 42,889

East Oakland Leadership Academy

Expenditures Worksheet – Services and Operational Expenses

Ordinal Year Fiscal Year	Year 0 2011–12	Year I 2012–13	Year II 2013–14	Year III 2014–15
SACS Budget Type Code	Estimated Actuals	ProjectedBudge t	Projected Budget	Projected Budget
Personal Services of Instructional Consultants, Lecturers & Others				
ASES Instructional Consultant 5101	2,500	4,000	-	-
Teachers on Reserve (Day-to-Day Substitutes) 5102	13,200	14,025	14,025	14,025
Subtotal of Personal Services of Instructional C 5100	\$ 15,700	\$ 18,025	\$ 14,025	\$ 14,025
Travel and Conference				
Other: Combined Estimate 52xx	5,500	5,000	5,100	5,200
Other (Identify) 5240	-	-	-	-
Subtotal of Travel and Conference 5200	\$ 5,500	\$ 5,000	\$ 5,100	\$ 5,200
Dues and Memberships				
(CCDC) California Charter Development Center 5310	342	360	363	360
Other (Identify) 53xx	-	-	-	-
Subtotal of Dues and Memberships 5300	\$ 342	\$ 360	\$ 363	\$ 360
Insurance				
Property, Casualty & Liability Insurance 5410	5,000	9,000	9,240	9,480
Other (Identify) 54xx	-	-	-	-
Subtotal of Insurance 5400	\$ 5,000	\$ 9,000	\$ 9,240	\$ 9,480
Operation and Housekeeping Services				
Custodial Services 5510	6,000	6,100	6,200	6,300
Security Alarm Monitoring Service 5530	1,980	1,980	2,040	2,040
Utilities				
Electricity (PG&E) 5553	4,800	4,920	5,040	5,160
Sewer (EBMUD) 55xx	3,000	3,120	3,240	3,360
Trash (Waste Management) 5554	4,800	4,920	5,040	5,160
Water 5551	2,400	2,400	2,400	2,400
Subtotal of Utilities	15,000	15,360	15,720	16,080
Subtotal of Operation and Housekeeping Servi 5500	\$ 22,980	\$ 23,440	\$ 23,960	\$ 24,420

East Oakland Leadership Academy

Expenditures Worksheet – Services and Operational Expenses

Ordinal Year Fiscal Year	Year 0 2011-12	Year I 2012-13	Year II 2013-14	Year III 2014-15
SACS Budget Type Code	Estimated Actuals	ProjectedBudge t	Projected Budget	Projected Budget
Rentals, Leases, Repairs and Noncapitalized Improvements				
Property (lease/rental)	177,000	181,200	184,800	189,600
Property (repairs)	3,600	3,720	3,840	3,960
Subtotal of Rentals, Leases, Repairs and Nonca	\$ 180,600	\$ 184,920	\$ 188,640	\$ 193,560
Professional/Consulting Services and Operating Expenses				
Accounting & Payroll	3,600	3,720	3,840	3,960
Advertising	1,000	1,020	1,044	1,068
Audit Services	11,000	12,000	12,300	12,600
Bank Fees	2,000	2,040	2,040	2,040
Business Services (ongoing)	22,000	42,000	43,200	44,400
Business Services (startup)	6,500	3,500	-	-
District Financial Oversight Fee	7,366	7,265	7,329	7,446
Grant Writing	26,300	-	-	-
Legal Services	2,200	5,000	5,160	5,280
Property Taxes	12,000	-	-	-
Special Education Encroachment or Excess Cost	76,566	84,600	87,241	88,560
Staff Training & Professional Development	12,375	13,412	13,680	13,965
Student Testing & Assessment	600	644	664	674
Subtotal of Professional/Consulting Services an	\$ 183,527	\$ 175,201	\$ 176,498	\$ 179,993
Communications				
Internet	-	-	-	-
Postage and Shipping	-	-	-	-
Telephone	-	-	-	-
Combined Estimate	4,800	4,920	5,040	5,160
Subtotal of Communications	\$ 4,800	\$ 4,920	\$ 5,040	\$ 5,160
Total Services & Operational Expenses	\$ 418,449	\$ 420,866	\$ 422,866	\$ 432,198

East Oakland Leadership Academy

Expenditures Worksheet – Capital Costs

Ordinal Year Fiscal Year SACS Budget Type	Code	Year 0 2011-12 Estimated Actuals	Year I 2012-13 Projected Budget	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
Sites and Site Improvement		<i>No Sites and Site Improvement costs currently projected</i>			
Site Acquisition	6100	-	-	-	-
Off-site Construction Costs	6100	-	-	-	-
Site Improvement	6170	-	-	-	-
Subtotal Sites and Site Improvement		\$ -	\$ -	\$ -	\$ -
Buildings and Building Improvement					
Building Construction	6200	-	-	-	-
Building Improvement	6200	-	100,000	-	-
Portable Classrooms	6200	-	-	-	-
Tenant Improvements	6200	-	10,000	-	-
Subtotal Buildings and Building Improvement		\$ -	\$ 110,000	\$ -	\$ -
New Library Books & Media		<i>No New Library Books & Media costs currently projected</i>			
Subtotal New Library Books & Media		\$ -	\$ -	\$ -	\$ -
Capital Equipment		<i>No Capital Equipment costs currently projected</i>			
Subtotal Capital Equipment		\$ -	\$ -	\$ -	\$ -
Capital Equipment Replacement		<i>No Capital Equipment Replacement costs currently projected</i>			
Subtotal Capital Equipment Replacement		\$ -	\$ -	\$ -	\$ -
Depreciation Expense	6900	-	-	-	-
Total Capital Costs		\$ -	\$ 110,000	\$ -	\$ -

East Oakland Leadership Academy

Key Variables Worksheet — State Funding Data

Ordinal Year Fiscal Year	Budget Type	Use?	Year 0 2011-12 Estimated Actuals	Year I 2012-13 Projected Budg et	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget	Comments
Financial Projection Factors							
Statutory COLA			0.00%	0.00%	0.00%	2.50%	(used to project annual revenue increases)
		<i>current as of</i>	07/20/12	07/20/12	07/20/12	07/20/12	
California CPI			2.42%	2.10%	2.20%	2.40%	(used to project annual expense increases)
Charter School General Purpose Block Grant Allocations							
						<i>Rates shown are actual/projected values AFTER application of any deficit factors</i>	
Grades K-3	Y	\$	5,076	\$ 5,076	\$ 5,076	\$ 5,203	Annual revenue per P-2 ADA
Grades 4-6	Y	\$	5,153	\$ 5,153	\$ 5,153	\$ 5,282	Annual revenue per P-2 ADA
Grades 7-8	Y	\$	5,308	\$ 5,308	\$ 5,308	\$ 5,441	Annual revenue per P-2 ADA
Charter School Categorical Block Grant Allocations							
						<i>Rates shown are actual/projected values AFTER application of any deficit factors</i>	
Grades K-3	Y	\$	398	\$ 400	\$ 400	\$ 410	Annual revenue per P-2 ADA
Grades 4-6	Y	\$	398	\$ 400	\$ 400	\$ 410	Annual revenue per P-2 ADA
Grades 7-8	Y	\$	398	\$ 400	\$ 400	\$ 410	Annual revenue per P-2 ADA
In Lieu of Economic Impact Aid (revised per AB1881, 1802 and SB 1131 in 2006)							
							Annual revenue per prior-year eligible pupil count;
Per Eligible Student (ED + EL + bonus factor)	Y	\$	326	\$ 326	\$ 326	\$ 334	Startup charters will receive Y1 funds based on current year counts.
(a) minimum grant amount, 1-9 students	Y	\$	5,544	\$ 5,544	\$ 5,544	\$ 5,683	For schools with fewer than 10 qualifying pupils
(b) minimum grant, 10 or more students	Y	\$	8,367	\$ 8,367	\$ 8,367	\$ 8,576	For schools with 10 or more qualifying pupils
California Lottery							
						Note: Lottery Funding is not tied to the Statutory COLA, depending instead on actual lottery sales.	
Restricted Funds – Prop 20: Instructional Materials	Y	\$	29.00	\$ 30.00	\$ 30.00	\$ 30.00	Annual revenue per prior year actual ADA
Unrestricted Funds – Non-Prop 20	Y	\$	123.00	\$ 125.00	\$ 125.00	\$ 125.00	Annual revenue per prior year actual ADA
CA Primary (K-3) Class Size Reduction (E.C. 52120 et seq.)							
							Funding closed to schools not open by 2008-09 through 2013-14 or enr
Full Day Program	Y	\$	1,071	\$ 1,071	\$ 1,071	\$ 1,098	Annual revenue per pupil in program, grades K-3
Half Day Program	Y	\$	535	\$ 535	\$ 535	\$ 548	Annual revenue per pupil in program, grades K-3
Other State Programs							
After School Education and Safety (ASES) Program (EC 8482 et seq)							Requires local match of 33%
Before-School Program	Y	\$	4.50	\$ 4.50	\$ 4.50	\$ 4.61	Amount per pupil, per session
After-School Program	Y	\$	6.75	\$ 6.75	\$ 6.75	\$ 6.92	Amount per pupil, per session
Charter School Facility Grant Program	Y	\$	750.00	\$ 750.00	\$ 750.00	\$ 750.00	Annual revenue per ADA, subject to 75% cap, FRM_pct > 70%, and oth
Mandate Block Grant		\$	0.78	\$ 0.80	\$ 0.82	\$ 0.84	0

Source: Global COLA Tables 2012.xlsx: GV_State

Last Update 07/20/2012; Adopted Budget Report

East Oakland Leadership Academy

Key Variables Worksheet — School Staffing Data

Ordinal Year Fiscal Year Budget Type	Year 0 2011-12 Estimated Actuals	Year I 2012-13 Projected Budget	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
Certificated Staffing (Staffing Ratios and FTE counts)				
Teacher:Pupil Staffing Ratios				
Teachers – Regular Program				
Grades K-3	1/20	1/20	1/20	1/20
Grades 4-6	1/25	1/25	1/25	1/25
Grades 7-8	1/28	1/28	1/28	1/28
Teacher Staffing Projections (FTE counts)				
Teachers – Regular Program				
Kindergarten	0.50	1.00	1.00	1.00
1st Grade	0.50	0.50	0.50	0.50
2nd Grade	0.50	0.50	0.50	0.50
3rd Grade	0.50	0.50	0.50	0.50
4th Grade	1.00	1.00	1.00	1.00
5th Grade	1.00	1.00	1.00	1.00
6th Grade	1.00	1.00	1.00	1.00
7th Grade	1.00	1.00	1.00	1.00
8th Grade	1.00	1.00	1.00	1.00
Subtotal, Regular Programs	7.00	7.50	7.50	7.50
Teachers – Other Certificated (Electives, Special Education, etc.)				
Art	1.00	1.00	1.00	1.00
Physical Education	-	-	-	-
Subtotal, Other Certificated Teachers	1.00	1.00	1.00	1.00
Subtotal, Site-Based Teachers	8.00	8.50	8.50	8.50
Other Certificated Employee Staffing (FTEs)				
School Administrator Staffing				
Executive Director	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-
otal Certificated (Non-Teaching) FTEs	1.00	1.00	1.00	1.00
Total Certificated Staff	9.00	9.50	9.50	9.50

East Oakland Leadership Academy

Key Variables Worksheet — School Staffing Data

Ordinal Year Fiscal Year Budget Type	Year 0 2011-12 Estimated Actuals	Year I 2012-13 ProjectedBudget et	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
Classified Employee Staffing (FTEs)				
Classified Salaried Staff				
Non-Certificated Instructional Staffing				
PE Teacher	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-
Pupil Support Staffing				
Janitor	0.29	0.29	0.29	0.29
Other (Identify)	-	-	-	-
Administrator Staffing				
Site Coordinator	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-
Clerical, Technical & Other Office Employee Staffing				
Office Manager	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-
Total Classified Staff	3.29	3.29	3.29	3.29
Total All Staff	12.29	12.79	12.79	12.79

East Oakland Leadership Academy

Key Variables Worksheet — Staff Compensation Data

Budget Type	Ordinal Year	Year 0	Year I	Year II	Year III	Comments
	Fiscal Year	2011-12	2012-13	2013-14	2014-15	
SACS Code	Estimated Actuals	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
Salary and Wage COLA Table						
CA CPI (reference value)		2.4%	2.1%	2.2%	2.4%	all wage increases are per Salary COLA copied from KV_State annual retention increase sum of preceding components (limit for cost containment)
School Seniority COLA		1.0%	1.0%	1.0%	1.0%	
Subtotal		3.4%	3.1%	3.2%	3.4%	
Maximum COLA School will pay		0.0%	0.0%	2.0%	0.0%	
Total Annual Salary COLA		0.0%	0.0%	2.0%	0.0%	
Certificated Employee Salaries 1000-1999						
Teacher Salaries 11xx						
Average Teacher Cost – Regular	1110	\$ 34,500	\$ 42,000	\$ 42,800	\$ 42,800	
Teacher Stipends	1150	\$ -	\$ -	\$ -	\$ -	
Other Teacher Salaries 1110						
Teacher – Art	1110	\$ 45,200	\$ 45,200	\$ 46,100	\$ 46,100	
Teacher – Physical Education	1110	\$ -	\$ -	\$ -	\$ -	
School Administrator Salaries 13xx						
Executive Director	1331	\$ 94,135	\$ 94,100	\$ 96,000	\$ 96,000	
Other (Identify)	1361	\$ -	\$ -	\$ -	\$ -	
Classified Employee Salaries 2000-2999						
Non-Certificated Instructional Salaries 21xx						
PE Teacher	2121	\$ 24,000	\$ 24,000	\$ 24,500	\$ 24,500	
Other (Identify)	2131	\$ -	\$ -	\$ -	\$ -	
Pupil Support Salaries 22xx						
Janitor	2261	\$ 33,000	\$ 33,000	\$ 33,700	\$ 33,700	
Other (Identify)	2291	\$ -	\$ -	\$ -	\$ -	
Administrator Salaries 23xx						
Site Coordinator	2351	\$ 45,000	\$ 45,000	\$ 45,900	\$ 45,900	
Other (Identify)	23x1	\$ -	\$ -	\$ -	\$ -	
Clerical, Technical & Other Office Empl 24xx						
Office Manager	2461	\$ 26,000	\$ 26,000	\$ 26,500	\$ 26,500	
Other (Identify)	2491	\$ -	\$ -	\$ -	\$ -	

East Oakland Leadership Academy

Key Variables Worksheet — Employee Benefit Cost Rate Data

Ordinal Year Fiscal Year	Year 0 2011–12	Year I 2012–13	Year II 2013–14	Year III 2014–15		
Budget Type	Use?	Estimated Actuals	Projected Budget	Projected Budget	Projected Budget	Comments
Retirement Plan Contribution Rates						
Social Security (OASDI)	Y	6.20%	6.20%	6.20%	6.20%	paid to all qualifying classified employees; contribution limited to first \$106,800 of wages for 2011
Other Mandatory Benefits						
Medicare	Y	1.45%	1.45%	1.45%	1.45%	No limit on contribution; both employee and employer must pay.
State Unemployment (SUI/SEF)	Y	1.61%	1.10%	1.10%	1.10%	This tax is calculated against ALL wages.
Worker's Compensation (WC)	Y	3.50%	3.50%	3.50%	3.50%	Rate varies on a school-by-school basis; awaiting CCSA quote
Health Benefits						
						EOLA does not offer a Health Benefit plan to its employees

East Oakland Leadership Academy

Key Variables Worksheet — Books & Supplies

Ordinal Year Fiscal Year	Year 0 2011-12	Year I 2012-13	Year II 2013-14	Year III 2014-15	
SACS Code	Estimated Actuals	Projected Bud get	Projected Budget	Projected Budget	
Budget Type					Comments
Approved Textbooks and Core Curricula Materials					
Textbooks (students)	\$ 87.82	\$ 100.00	\$ 102.20	\$ 104.65	Annual amount per student
Other (Identify)	-	-	-	-	Annual amount for all texts
Books and Other Reference Materials					
4200					
Library Books	\$ -	\$ -	\$ -	\$ -	Annual amount per new student
Other (Identify)	-	-	-	-	Annual amount
Materials and Supplies					
4300					
Custodial Supplies	\$ 8.77	\$ 12.50	\$ 12.78	\$ 13.09	Annual amount per student
Instructional Supplies (students)	140.35	133.33	136.27	139.54	Annual amount per student
Office Supplies (students)	70.18	66.67	68.13	69.77	Annual amount per student
P.E. Uniforms	4.39	4.48	4.58	4.69	Annual amount per student
Postage	3.51	3.58	3.66	3.75	Annual amount per student
Student Incentives	600	610	620	630	Annual amount
Non Capitalized Equipment					
4400					
Equipment - Computers	\$ 38,000	\$ 2,000	\$ 2,000	\$ 2,000	Annual amount
Other Replacement Allocation	-	-	-	-	
Food for Student Nutrition					
4700					
After-School Program Snacks	\$ -	\$ -	\$ -	\$ -	Daily amount per student
Other (Identify)	-	-	-	-	

East Oakland Leadership Academy

Key Variables Worksheet — Operating Costs

Ordinal Year Fiscal Year	Year 0 2011-12	Year I 2012-13	Year II 2013-14	Year III 2014-15	
SACS Code	Estimated Actuals	Projected Bud get	Projected Budget	Projected Budget	Projected Budget
Budget Type					Comments
Personal Services of Instructional Consultants, Lecturers & Others					
ASES Instructional Consultant	\$ 2,500	\$ 4,000	\$ -	\$ -	Estimated annual cost
Teachers on Reserve (Day-to-Day Substitutes)	13,200	14,025	14,025	14,025	Estimated annual cost
Travel and Conference					
Other: Combined Estimate	\$ 5,500	\$ 5,000	\$ 5,100	\$ 5,200	Estimated annual cost
Other (Identify)	-	-	-	-	
Dues and Memberships					
(CCDC) California Charter Development Center	\$ 3.00	\$ 3.00	\$ 3.00	\$ 3.00	Estimated annual cost per pupil
Other (Identify)	-	-	-	-	Estimated annual cost
Insurance					
Property, Casualty & Liability Insurance	\$ 417	\$ 750	\$ 770	\$ 790	Estimated monthly expense.
Other (Identify)	-	-	-	-	Estimated annual cost
Operation and Housekeeping Services					
Custodial Services	\$ 600	\$ 610	\$ 620	\$ 630	Estimated monthly expense (10 mos/yr)
Security Alarm Monitoring Service	165	165	170	170	Estimated monthly expense (12 mos/yr)
Utilities					
Electricity (PG&E)	\$ 400	\$ 410	\$ 420	\$ 430	Estimated monthly expense
Sewer (EBMUD)	250	260	270	280	Estimated monthly expense
Trash (Waste Management)	400	410	420	430	Estimated monthly expense
Water	200	200	200	200	Estimated monthly expense
Rentals, Leases, Repairs and Noncapitalized Improvements					
Property (lease/rental)	\$ 14,750	\$ 15,100	\$ 15,400	\$ 15,800	Estimated monthly expense
Property (repairs)	300	310	320	330	Estimated monthly expense
Professional/Consulting Services & Operating Expenses					
District Financial Oversight Fee Rate	1.0%	1.0%	1.0%	1.0%	Percentage of Combined State Grant funds (BG, CatB)
Accounting & Payroll	\$ 300	\$ 310	\$ 320	\$ 330	Estimated monthly expense
Advertising	83	85	87	89	Estimated monthly expense
Audit Services	11,000	12,000	12,300	12,600	Estimated annual cost
Bank Fees	167	170	170	170	Estimated monthly expense
Business Services (ongoing)	1,833	3,500	3,600	3,700	Estimated monthly expense
Business Services (startup)	6,500	3,500	-	-	Estimated annual cost

East Oakland Leadership Academy budget.xlsx.rv_OpCosts

Projections made assuming Governor's Fall 2012 Tax Initiative PASSES

East Oakland Leadership Academy

Key Variables Worksheet — Operating Costs

	Ordinal Year Fiscal Year	Year 0 2011-12	Year I 2012-13	Year II 2013-14	Year III 2014-15	
Budget Type	SACS Code	Estimated Actuals	Projected Bud get	Projected Budget	Projected Budget	Comments
Grant Writing	58xx	26,300	-	-	-	Estimated annual cost
Legal Services	5808	183	417	430	440	Estimated monthly expense
Property Taxes	58xx	12,000	-	-	-	Estimated annual cost
Special Education Encroachment or Excess Cos	5809	672	705	721	738	Estimated additional annual expense per pupil
Staff Training & Professional Development	5810	1,375	1,412	1,440	1,470	Estimated annual cost per certificated employee
Student Testing & Assessment	5812	5.26	5.37	5.49	5.62	Estimated annual cost per pupil
Communications						
Internet	5920	\$ -	\$ -	\$ -	\$ -	Estimated monthly expense
Postage and Shipping	5930	-	-	-	-	Estimated monthly expense
Telephone	5910	-	-	-	-	Estimated monthly expense
Combined Estimate	59xx	400	410	420	430	Estimated monthly expense

East Oakland Leadership Academy

Key Variables Worksheet — Student Enrollment Data

Year Fiscal Year	Year 0 2011-12 Actual CBEDS	Year I 2012-13 Projected CBEDS	Year II 2013-14 Projected CBEDS	Year III 2014-15 Projected CBEDS
Summary of All Enrollment by Grade				
Kindergarten	9	10	10	10
1st Grade	13	10	10	10
2nd Grade	10	11	10	10
3rd Grade	10	9	11	10
4th Grade	10	20	20	20
5th Grade	18	15	15	15
6th Grade	12	15	15	15
7th Grade	12	15	15	15
8th Grade	20	15	15	15
Total	114	120	121	120
Summary of All Enrollment by Grade Group				
Grades K-3	42	40	41	40
Grades 4-6	40	50	50	50
Grades 7-8	32	30	30	30
Total	114	120	121	120

Key Variables Worksheet — ADA Data

Fiscal Year	2011-12 P-2 Actual	2012-13 P-2 Estimate	2013-14 P-2 Estimate	2014-15 P-2 Estimate
Total Combined ADA Ratio				
Grades K-3	0.92	0.95	0.95	0.95
Grades 4-6	1.11	0.95	0.95	0.95
Grades 7-8	1.15	0.95	0.95	0.95
Total ADA				
Grades K-3	38.56	38.00	39.00	38.00
Grades 4-6	44.33	47.50	47.50	47.50
Grades 7-8	36.76	28.50	28.50	28.50
Total ADA	119.65	114.00	115.00	114.00

APPENDIX E- STUDENT FAMILY HANDBOOK

East Oakland Leadership Academy Public Charter School

Student-Family Handbook



Dr. Laura Armstrong, Director
2614 Seminary Ave.
Oakland, CA 94605
Phone: (510) 562-5238
Fax: (510) 562-5239

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INTRODUCTION

It is my pleasure along with that of the faculty and staff, to welcome all parents and students to the East Oakland Leadership Academy Public Charter School.

We hope that this will be a successful, satisfying year for you. This handbook contains important information regarding school policies and procedures. I suggest that parents and students review the contents together. If you have questions that remain unanswered after reading the handbook please call the school office at (510) 562-5238. We feel that open and clear communication between the school and home is important to the success of our educational program.

We welcome your participation and support during the school year and invite you to become a member of the Parent Action Committee, School Site Council or other school committees. Working together, we will reach our collective and individual goals for this year and the future.

We look forward to celebrating your child's achievement. Thank you for allowing us to be your partner in the education of our children.

Sincerely,

Dr. Laura Armstrong, Director

*** This handbook is a living document that will be modified as circumstances change.**

MISSION STATEMENT

“Educating Children Today To Become Leaders Of Tomorrow”

Our mission is to establish a child-centered learning environment that develops academic excellence, technological literacy, appreciation and understanding of the Arts, and proficiency in English and Mathematics.

Our students will develop self-respect, leadership qualities, recognition of the importance of service to their community, and a life –long love of learning.

Our school will include small classes, community and parent involvement, and a clean safe learning environment that respects and addresses the cultural needs of our students and staff.

Our mission will be accomplished by developing curriculum-based assessment models and student portfolios to guide instruction and measure student achievement along with standardized testing.

East Oakland Leadership Academy will accommodate diverse learning styles and provide enrichment educational opportunities to promote the academic success and socio-emotional development of our students.

BOARD OF TRUSTEES

Legal responsibility for the operation of East Oakland Leadership Academy Public Charter School is vested in the Board of Trustees. Broad questions of policy, appraisal of results, and fundraising will be the primary concerns of the Board of Trustees.

Johnnie Riley (Chairperson)
Donald Stoneham (Finance)
Sylvia Thomas (Secretary)
Nashon Purry (Facility)
Wannetta Hall (Parent Member)
Laura Armstrong (Director)
Ernest Frohm (Community Member)

SCHOOL FACULTY AND STAFF

ADMINISTRATION:

Director	Dr. Laura Armstrong
Office Manager	Mrs. Demisha Ford-Sneede
Art Director / Director	Ms. Atiba Sylvia Thomas
Site Coordinator Administrator	Ms. Lehi Dickey

TEACHERS:

Kindergarten/1 st	Angelita Maldonado/Camille Smith
2 nd Grade	Tameka Tataw
3 rd / 4 th Grade	Ijeoma Emeh
5 th Grade	Julia Tombs
6 th Grade	Brian Cabrera
7 th Grade	Donald Steneck
8 th Grade	Janae Smothers

SCHOOL HOURS

School office hours are 8:00 a.m. to 4:00 p.m. The teaching staff can be reached before 8:00 and after 4:00, or at an arranged time at (510) 562-5238.

Instruction	8:30 to 3:00
Lunch *K-2nd	11:30-12:00
3rd -5th	12:00-12:30
6th -8th	12:30-1:00
Dismissal	3:00 P.M.
Monday-Thursday	
Minimum Day Dismissal	12:40 P.M.
Friday	
Homework Club	3:00-4:00
After-School Program	3:00-6:00
Tutoring	3:00-4:00
Detention	3:00-4:00

WHOM TO CALL FOR QUESTIONS

(510) 562-5238

Questions / Concerns Related to:

Whom to Contact

East Oakland Leadership Academy

Ms. Lehi Dickey, Site Coordinator
Teachers
Staff

Curriculum and Classroom

Lehi Dickey

Community Relations, Volunteers, Fieldtrips

Sylvia Thomas, EOLA Board
PAC President

Fiscal Oversight, Fundraising and Donations

Donald Stoneham, EOLA Board

Interpersonal Relationships

Pastor Johnnie Riley, EOLA Board

Special Education

Lehi Dickey

SCHOOL – PARENT COMPACT

STUDENTS ARE EXPECTED TO:

- Demonstrate their best efforts on all assignments whether in the classroom or as homework.
- Be an active participant in class.
- Arrive to class on time and ready to learn.
- Be prepared with appropriate homework assignments for review.
- Seek assistance for skills or concepts not fully understood.
- Maintain appropriate behavior.
- Be in uniform everyday.

Failure to comply with EOLA Policy may lead to retention/expulsion.

PARENTS ARE EXPECTED TO:

- Assist their children with assignments.
- Be supportive of the school, which includes attendance at Parent-Teacher conferences, Parent Education evenings, and PAC functions.
- Volunteer at the school as needed. Effort hours include participation in child's class, field trips, Saturday workdays, etc.
- Bring and pick up children on time.
- Provide students with lunches.

STAFF IS EXPECTED TO:

- Provide an orderly and supportive environment for the acquisition of basic skills in all subject areas.
- Conference with parents regarding student progress and support strategies.
- Assist parents by providing information and materials regarding student goals and basic skills acquisition.

Working together to achieve school success will be of benefit to all of our students. We appreciate your support.

ADMISSIONS

Admissions:

The East Oakland Leadership Academy Public Charter School welcomes all children and parents who want to work together successfully. The Charter School does not discriminate because of race, color, nationality, or ethnic origin in the administration of its educational policies, admissions policies, tuition assistance programs, or any other school-administered programs.

To enter kindergarten, a child must be **five years old on or before November 1 of the year of entry.**

To enter grade seven, a child must have **2MMR shots and 3 Hepatitis B shots.**

All students entering 7th – 12th Grades will need proof of a **T-Dap booster shot (Pertussis/Whooping Cough)**

Application Procedure:

The application procedure is as follows:

1. Complete the school's "Enrollment Packet"
2. Submit a copy of the child's birth certificate and up-to-date immunization records, including proof of up-to-date tuberculosis (TB) test results
3. Show proof of residency
4. Provide a copy of the previous school's records (transfer students)
5. Current report card
6. Current state/district test scores

ARRIVAL AND DISMISSAL INFORMATION

Parking

No Parking is permitted in front of the school at any time. This is due to the bus departure, school delivery trucks, and/or emergency vehicles, and safety of children.

Car Riders

DROP OFF-Children may be dropped off at the front of the school. Cars should form a single line in front of the school where they will stop for the children to exit the car. **CHILDREN ARE ONLY PERMITTED TO EXIT RIGHT CAR DOORS. CARS SHOULD NOT PARK IN FRONT OF THE SCHOOL ALONG THE FRONT CURB.**

PICK UP – CARS MAY PICK UP CHILDREN IN FRONT OF SCHOOL.

Walkers

Students must always use sidewalks and obey safety rules. Students must promptly leave school grounds at the end of the day. No loitering is permitted and no student should return to school grounds after hours without adult supervision.

Early Check Out

If it is necessary for a student to leave school early, please send a note to the student's teacher. A parent/legal guardian must sign out any student leaving before the regular dismissal time through the office. A parent designee with prior verification may check out students.

Irregular Departure

If a student has a need to leave the school in a manner different from his/her normal routine, the student must bring a letter of permission from the parent to the front office. This letter should be sent before the date of need or immediately upon arrival to school the day of the change.

Emergencies and School Closings

If a decision is made to close school due to inclement weather or an emergency, local television and radio station will broadcast this information. In case of a gas leak, explosion, or bomb threat which necessitates removing students from the school, the students will be evacuated to an alternate site. Students will walk with their teachers to the parking lot across the street.

Parents are asked to complete an emergency dismissal form. This will allow our staff to dismiss students in accordance with parents' instruction.

ATTENDANCE

Regular attendance at school is essential for the academic and social development of each child. It is the parents' responsibility to ensure that each child is in daily attendance and arrives at school on time. A note from home must follow every absence stating the reason for the absence. The note must be given to the classroom teacher or taken to the front office. A note which simply states, "Please excuse my child for being absent yesterday" is not acceptable. According to State regulations, we must know the reason for the absence. The following are excusable absences:

- A. **Personal illness (please be specific)**
- B. **A death or serious illness in the family (one day in CA, three days out of state)**
- C. **Doctor or dentist appointment**

If any other reason is given for an absence, it is considered unexcused. Please keep unexcused absences to a minimum. If a child has five consecutive unexcused absences, a letter of "intent to Drop" will be sent to the parents. This letter explains that the student will be disenrolled from school on a given date unless the parents provide a reasonable excuse. **Students must make up all absences on designated make-up days. (usually Saturdays)**

Three (3) unexcused tardies = 1 absence

Three (3) unexcused tardies/absences = truancy

Tardiness

Promptness to class is very important. Students should arrive at 8:15 for circle time. Classes begin at 8:30. **All students who are late are to come to the office before going to class for a tardy slip. (3 tardies =1 absence)**

Illness

If a student becomes too ill to remain in class, a staff member will contact the parents by telephone. Parents **must** provide a contact telephone number on the application form.

If your child is ill, please **DO NOT SEND HIM/HER TO SCHOOL**. A student who contracts a contagious disease or condition such as pink eye, chicken pox, ringworm, impetigo, or head lice will be sent home from school and must remain at home until the child is healthy and no longer contagious. We will send home a contact sheet that must be completed by the doctor who is treating the child. A doctor's note is required for the student to return to school.

Make-up Work

Should you need to pick up work for your child due to a one or two-day absence, you are asked to call the school before 10:00 A.M. each morning. Homework may be sent home with another student or you may pick it up at the end of the school day from the office. Homework is in the office by 1:00 P.M. This gives the teacher adequate time during the school day to organize needed materials. For extended excused absences, your child's assignments may be collected before, during, or after the absence.

LUNCH

All students must bring their lunch to school each day. The school is not responsible for microwave privileges. Parents may not drop off lunches.

Snacks

Students may bring nutritious snacks for break time (i.e. fresh fruit, granola bars, cheese, peanut butter and crackers). Students may not bring glass bottles, sodas, candy, cup of noodles, popcorn, pre-made juice drinks or frozen dinners to school.

COMMUNICATION

Open communication between parents and the school is a priority for the East Oakland Leadership Academy Public Charter m School. We encourage and expect parents to contact us regarding any questions or concerns you may have during the school year.

Conferences

Parent/teacher as well as parent/administrator conferences are an integral part of reporting pupil progress. As partners with parents, we consider it important to conference regularly in order for parents and teachers to share information. This enables the school to plan a more effective educational program. Parent/teacher conferences are scheduled for the first trimester of the school year, and additional conferences may be scheduled as necessary. Please be mindful that teachers are working with their students from 8:00 a.m. until 4:00 p.m. Therefore, teachers are not able to conference with parents during those times unless special arrangements are made. These conferences may be initiated by the parent, teacher or administrator, and held at a mutually agreeable time.

Friday Folders

During the course of the year, notices and other important documents will be sent home. Notices will include activities and events scheduled throughout the year.

Progress Reports

Progress reports are sent home every 3 weeks to keep parents updated on their child's progress. These reports should be signed and returned to school on Monday with any comments or concerns.

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

East Oakland Leadership Academy Public Charter School believes in a school environment in which students are able to learn and teachers are able to teach. Learning takes place in an atmosphere of acceptance, high expectation, encouragement, and positive motivation. Discipline is defined as a process of helping students understand appropriate and inappropriate behavior and how to correct inappropriate behavior while leaving the student's dignity intact. Students are taught to take responsibility for their behavior and accept the consequences for inappropriate behavior. Student discipline is a joint responsibility of the home and school. Parental guidance as to appropriate behavior enables schools to maintain a wholesome environment for learning.

Minor Offenses

Teachers handle minor offenses in their classrooms. Minor offenses include:

- Excessive talking
- Off-task behavior
- Chewing gum, candy and the like in school
- Disrespect to peers and adults

Teacher intervention strategies include verbal reprimands, parent contacts, time out, action plans, and referrals to guidance counselor/office.

Major Offenses

The Director / Appointee deals with major offenses and chronic minor offenses. Major offenses include:

- | | | | |
|--|----------|------------------------------|--------------------|
| Fighting | Theft | Hate Language | Sexual Harassment |
| Profanity | Defiance | Disrupting school activities | Four (4) referrals |
| Drugs, weapons, knives, and fire-arms | | | |
| Violating Walking/Fieldtrip Policy | | | |
| Destroying school property and materials | | | |
| Causing, attempting to cause, or threatening to cause physical harm to another person. | | | |

Director interventions include in-school suspension, suspension, parent conferences, referrals to outside school authorities and recommendation for expulsion

If a student violates any EOLA policy (uniform, absence, tardiness, homework, safety of self and others, respect of property), they may be referred to the office at the discretion of the teacher or adult working with the child. Depending upon specific circumstances surrounding the student's behavior, a student may remain in the office for a "time out" period, and an appropriate consequence will be given. Depending on the violation, a student's parent or guardian might be called immediately to pick up the child and the student will remain in the office until he/she is picked up.

Referral

Referral slips must be signed and returned the following school day. Failure to sign and return referrals the next day will result in escalated consequences (Suspension / Strike). Three (3) referrals for the same offense will result in a suspension.

Detentions may be served after school, or on Saturdays.

Referrals

After the third office referral of a student, the following action will be taken:

- The parent/guardian will be called and informed of the child's violation(s).
- Within one week, the parent will be required to attend a conference at the school and to observe the child in his/her classroom(s) for at least one hour. If the parent is not cooperative and does not attend the formal observation, the student may be suspended at home and then considered for expulsion.
- A plan of action will be devised with the student, teacher(s), administrator, and parent to improve the child's behavior.
- If the child is referred a fourth time, after the above interventions, a suspension may result.

Suspensions

Depending on the violation and situation, suspensions may be done in-school or at home. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in-school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day.

Upon a student's second suspension in one year, the student will be referred to the Student Study Team. The Student Study Team, made up of one director, site coordinator, the student's teacher, the referring teacher (if applicable), and any outside consultants necessary (school psychologist, etc.) will meet to devise an intervention plan for the student. The Student Study Team reserves the right to refer the student to the Board of Directors for an expulsion hearing.

Upon a student's fourth suspension in one year, the student will be referred to the Board of Directors for an expulsion hearing.

Strikes

Students may receive a "strike" for a major offense for escalation of an offense. Three (3) strikes leads to automatic expulsion.

Expulsion

The following behaviors may result in an immediate expulsion:

- Causing serious injury to another person
- Possession, use, sale of, or furnishing of any firearm, knife, explosive, or other dangerous object.
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or selling drug paraphernalia
- Criminal behavior
 - Terrorist threat, hate violence, hate crimes, sexual assault or battery.
- Two or more suspensions in one year.

Expulsion Hearing

A student will receive prior written notice of a disciplinary hearing that will specify the time and place of the expulsion hearing as well as the charges made against the student and evidence for these charges. The hearing panel will consist of the one of the school directors, the student's teacher and/or advisor, and the members of the Student Discipline Committee (made up of two board members). After hearing and weighing the evidence, the hearing panel will determine by majority decision whether the student will be expelled. A student awaiting an expulsion hearing will not be able to attend school.

Appeal of Expulsion

A student has the right to appeal the decision of the hearing panel to the Grievance Committee of the Board of Directors. Members of the Grievance Committee may not sit upon the Student Discipline Committee simultaneously. A student who has been expelled in an expulsion hearing shall have seven days from the date of expulsion to notify the Grievance Committee in writing of an appeal. The student will not be permitted to return to school while awaiting an appeal hearing. The Grievance Committee may meet within ten days of notification of an appeal. The judgment of the Grievance Committee is final and binding.

DRESS CODE

School Attire

Students will come to school dressed and groomed in such a way as to reflect neatness and cleanliness. All students will be modestly dressed and groomed so as to not distract, interrupt, or interfere with the educational process.

Uniforms

- Solid navy blue bottom and solid white polo top uniform is **mandatory** at EOLA. During the winter months, a white or navy blue jacket is required. No Logos, Embroidery, or Patterns are allowed. Only solid white or solid navy blue jackets/sweaters/hoodies or coats may be worn.
- No White T's
- Only EOLA T-Shirts may be worn
- Uniforms are required all days of the week.
- **Students not in uniform are subject to being sent home to change.**

Uniforms can be purchased at the following stores: Target, K-Mart, Wal-Mart, Burlington, Sears, and JC Penny.

PE Uniforms

Students in grades 4th – 8th are required to wear uniforms for P.E. Uniform cost is included in the student's material fee.

HEALTH INFORMATION

Health Information

Several staff members have been trained to provide limited nursing assistance to those children who require daily services.

Medication

When it is necessary for a child to receive medication at the school, the following procedure will be followed:

1. The parent and/or guardian must submit a completed Parent's Consent form.
2. The medication should be in the original container received from the pharmacy or physician with the appropriate instructions printed on the label.
3. Medication that does not require refrigeration will be stored in a locked container in the Office Manager's office. Medicine that requires refrigeration will be stored in the refrigerator in the staff lounge.
4. A written record of administration will be kept in the school office.

Immunizations

The California School Immunization Law requires that all children receive a series of immunizations before entry into school or childcare programs. The school is required to document proof of the required immunizations and to record this information on the form provided by the California Department of Health Services. We must also submit periodic reports to the Health Department.

Injuries

A member of the staff will complete an Injury Report Form when an injury occurs. Parents will be given a copy of the completed report. In cases that require more than minor first aid treatment, the principal will call the injured child's parents. If parents cannot be reached, the principal will call the authorized emergency number of parents. If parents or authorized person cannot be reached in emergencies where prompt attention is deemed necessary, the school will exercise its authority to provide all emergency dental or medical care. This consent is given in the *Consent for Medical Treatment form*, which gives East Oakland Leadership Academy Public Charter School permission to provide all emergency dental or medical care prescribed by a duly licensed physician.

California Child Abuse/California Law

Section 11166 of the Penal Code states that any child care custodian, medical practitioner, or employee of a child protective agency who knows or reasonably suspects that a child has been the victim of child abuse is required to report the suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

The term "child care custodian" includes teachers, licensed day care workers, administrators of community care facilities licensed to care for children, foster parents, and group home personnel.

INSTRUCTIONAL PROGRAM

Continuous Progress

Continuous achievement is the organizational design for the delivery of curriculum. Continuous achievement means students are making measured progress, (i.e. 1 months growth on standardized tests for each 1 month of instruction) which is periodically monitored and tested. Continuous achievement allows each student to progress through school at his/her own individual rate. Instruction is presented in steps of sequential skills called levels. At any given grade, students may be learning content from several continuous achievement levels depending upon their individual instructional needs.

Organization

East Oakland Leadership Academy Public Charter School is organized to include kindergarten through grade eight. In general, these are self-contained classrooms at all grade levels. However, the self-contained organization may be modified in order to group students for instruction and team teaching.

Standards

East Oakland Leadership Academy Public Charter School complies with the standards of service established by Oakland Unified Board of Education to guarantee equal opportunities to all students according to their aptitude and/or special needs. The weekly framework of average instructional hours establishes flexible scheduling in which a balanced competency based program of studies can be provided.

Instructional Days & Instructional Hours

Number of days of instruction this charter school anticipates offering in school year 2012-2013 180

First day of instruction: August 20, 2012

Last day of instruction: May 31, 2013

Number of hours of instruction to be offered by this charter school in school year 2012-2013 61,010 hours for grades K-8.

	Standard time school instruction		Total # of minutes for lunch or other instructional breaks per day
	Begins	Ends	
Monday	8:30 A.M.	3:00 P.M.	30
Tuesday	8:30 A.M.	3:00 P.M.	30
Wednesday	8:30 A.M.	3:00 P.M.	30
Thursday	8:30 A.M.	3:00 P.M.	30
Friday	8:30 A.M.	12:40 P.M.	30 (K-2)

Field Trips

Field trips are planned throughout the year to complement classroom curriculum. Permission forms must be signed by parents in order for students to participate.

Homework

Homework is an integral part of the educational system because it allows students to reinforce and build upon the skills learned in the classroom. Parents play an important role in ensuring that their children give their best effort in completing their homework. If you have any concerns about the amount or content of the homework, please contact the teacher. When students and parents take homework seriously, it can be an effective tool in practicing skills, learning facts, developing good work habits, and enriching the entire educational experience. Only when there is a full commitment to the partnership between home and school will our children reach their full academic potential.

PARENT INVOLVMENT

Parent Action Committee

The PAC is responsible for many of the activities and events at the school. The PAC **meets** to discuss projects that will enhance and supplement the school's curriculum and environment. All parents are strongly encouraged to participate.

Volunteer Workday

Volunteer Workdays are scheduled in which **parents volunteer** several hours at the school working on several projects. Projects include repairing classroom fixtures, cleaning, gardening, and making projects for the school.

School Visitations

Parents are encouraged to visit the school and actively participate in the education of their children. If parents wish to spend some time in the classroom, contact the teacher in advance. If parents wish to see the principal, make an appointment with the Office Manager.

Volunteer Hours

All families must volunteer as requested. These effort hours can include participating in your child's class, driving on field trips, making projects for the class and participating on volunteer workdays. Parents must check in and out at the front office so that the number of hours can be documented. Donations are included as volunteer hours.

Donations

Parents are also invited to make donations to EOLA. Some common donations include: Kleenex, paper towels, toilet paper, paper plates, plastic forks, spoons and tennis balls.

PERSONAL BELONGINGS

Valuables at School

Items having a value for one individual usually have an attractive appeal for others. Therefore, all valuables stay at home. **The school is not responsible for items lost or stolen.**

Toys and Games

All toys and games must stay at home. Students bringing these items to school will have them taken and not returned until the end of the school year. This includes Pokeman Cards.

Electronics

Ipods and Game-boy, headphones are not allowed at school. Cell phones must be turned off during school hours.

Clothing

Each year, hundreds of articles of clothing are left unclaimed at school. Many children cannot identify what they have lost. Please **label coats, jackets, mittens, caps, boots, etc.**

Lost and Found

EOLA does not have a lost and found. Students are responsible for their belongings.

PROMOTION/RETENTION POLICY

Students are promoted/retained according to the following scale reports. Report cards are distributed every twelve weeks. Grades given reflect the child's performance against grade level requirements. The section on effort, behavior, and work habits is very important, because the development of good work habits and attitudes will ensure effective learning of the necessary skills. If there are any questions about your child's report card, please contact his/her teacher immediately.

Parent/teacher conferences are scheduled during the course of the school year. Each conference is scheduled around the report card distribution. During the conference, the teacher will explain the child's level of achievement and goals for the next reporting period. The teacher will serve as the facilitator of an action plan that will support and encourage attainment of the goals.

The following scale reports **Standards/Authentic Assessment Key, Grades K-6**

M	=	Meets Standards
A	=	Approaching Standards
B	=	Below Standards
NT	=	Not Taught

Citizenship

G	=	Good
S	=	Satisfactory
N	=	Needs Improvement

The following scale reports **Grades 7-8:**

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

The following scale reports **Effort, Social Skills, Work and Study Skills, and Conduct.**

E	=	Excellent
S	=	Satisfactory
N	=	Needs to Improve
U	=	Unsatisfactory

- According to EOLA policy the grade "D" is a failing grade.

SPECIAL EDUCATION POLICY

EOLA assures a free and appropriate education is provided to all students with disabilities. These services will be conducted in accordance with the applicable laws that conform to IDEA and Section 504 of the Rehabilitation Act of 1973. An overview of these arrangements includes but is not limited to the following:

- EOLA assures that students with disabilities are identified and that their needs are evaluated and served in compliance with all applicable laws.
- No student will be denied admission to EOLA based on disability.
- The school will implement a Student Study Team process by which to help identify and serve its special education students and to find ways to serve other students who don't qualify for special education.
- Delivery of the services at the site of the school unless the IEP team recommends an alternative solution and/or there is a legitimate educational reason for providing the services elsewhere.
- Any student who is potentially in need of Section 504 services is the responsibility of the school.
- The school will notify OUSD when it enrolls or dis-enrolls special education students.

504 PLAN POLICIES

In adherence to Section 504 of the Rehabilitation Act of 1973/Public law 93-112, a comprehensive law that addresses the rights of persons with disabilities, EOLA will eliminate barriers to education programs and services, increasing building accessibility, and establishing equitable employment practices are thoroughly and specifically addressed in Section 504 regulations. Our adopted regulation makes it clear that the failure to provide a free appropriate public education to a student with disabilities covered by Section 504 is discrimination, which violates the Act.

Eligibility

To qualify for protection under Section 504, the student must have a physical or mental impairment that substantially limits a major life activity such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working.

Three questions to consider in determining whether a person's impairment substantially limits one or more major life activities:

What is the nature and severity of the impairment? (2) How long will it last or is expected to last? (3) What is its permanent or long-term impact or expected impact? Temporary, non-chronic impairments that do not last for a long time and which have little or no long-term impact usually are not considered to be "disabilities".

SAFETY

All visitors to the school campus must stop by the office and sign in prior to going into the classroom.

One of the goals of our school is to ensure that the grounds are stress-free. We expect all persons coming on the school campus to respect this environment. Any incidents that endanger the students or violate school property will be dealt with to the full extent of the law. The Oakland Police Department will handle all criminal activities before, during, or after school hours.

CONFLICT RESOLUTION

Expressing Concerns

If you have a concern regarding the performance of an employee at the school, please speak to that person directly to see if you can come to a mutually agreeable solution to the problem (*See Conflict Resolution Guidelines below*). If you cannot do that or do not feel that would help the situation, please speak with or with the person's supervisor. If the situation is not addressed in a manner you are satisfied with, you may file a formal grievance to the EOLAH Board of Directors.

Conflict Resolution

When a school community member (student, teacher, parent, volunteer, etc.) has a concern (*See Expressing Concerns*) the school encourages the use of the conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved.

In some instances, it may be possible for the school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflict are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to a school director. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

Conflict Resolution Guidelines

After a conflict happens, use the following guidelines to resolve the conflict. Students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

Steps to Take Before Resolving the Conflict

Before resolving a conflict, we ask students or others involved to do the following steps:

Steps	Dialogue
1. Take time to self reflect.	<i>How do I feel right now? What do I need? What strategies will meet my need?</i>
2. Decide if you need a mediator. (A mediator can be a teacher, director, family member, or another student)	<i>"Would you be willing to allow my advisor/teacher to help us resolve this conflict?"</i>
3. Make a request to talk.	<i>Would you be willing to talk about what just happened?"</i> If this answer is no, find another time to resolve the conflict: <i>"Would you be willing to talk about what happened after school?"</i>
4. Use the Ground rules to Communicate.	<i>"I will listen attentively. I won't interrupt. I will give each person a chance to talk."</i>

Resolving the Conflict

Steps	Dialogue
1. Share feelings and needs using "I" statements.	<i>"I feel sad when I hear you say..."</i> <i>"I feel very frustrated when I see you... because I need..."</i>
2. Listen with Compassion and Empathy	<i>"So what you are saying is that you feel sad when..."</i>
3. Make a request.	<i>"Would you be willing to..."</i>

Example Conflict (Student-to-Student)

This conflict has arisen after Student B takes Student A's scissors without asking.

Before Resolving the Conflict

Steps	Student A	Student B
1. Take time to self reflect.	<i>"I feel really frustrated right now because I have a need to complete my work."</i>	
2. Decide if you need a mediator. (A mediator can be a teacher, director, family member, or another student.)	<i>"I feel like we can resolve this conflict on our own."</i>	
3. Make a request to talk.	<i>"I need to talk about what just happened. Would you be willing to talk with me?"</i>	
		<i>"Yeah...what's the problem?"</i>

RESOLVING THE CONFLICT

Steps	Student A	Student B
1. Share feelings and needs using "I" Statements.	<i>"I feel frustrated when you take my scissors without asking. I have a need to complete my work and it is hard for me to do that if I can't find my materials."</i>	
		<i>"Well, I left my scissors at home and besides – I was just going to use them for a second."</i>
	<i>"I can see how it would frustrate you forgot your scissors at home. I feel frustrated too when I don't have my materials to use."</i>	
2. Listen with compassion and Empathy		<i>"So what you are saying is that you feel frustrated when someone takes your scissors without asking"</i>
3. Make a request	<i>"Yeah, would you be willing to ask me before you use my scissors? I don't mind sharing as long as I can get my work done too."</i>	
		<i>"yeah – no problem. Thanks for sharing."</i>

PARENT/COMMUNITY COMPLAINT PROCEDURES

Formal Grievance/Complaint Procedures

In the event of a dispute involving a family or student, and after a good faith effort with the person or people involved to thoroughly resolve the dispute, parents and/or students may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution timelines for implementation, and follow-up. A written summary of the good faith effort will be included in the grievance. Failure to follow the procedures and timelines below constitutes a waiver of the parent or student's right to grieve.

Grievance Filing Process

1. The parent or student may submit his/her grievance in writing to the office staff within five days of a failed good faith effort to resolve the dispute.
2. Within ten working days of receipt of the written complaint, a hearing will be scheduled at a mutually convenient time and place of discussion of the written complaint, but in no event later than 20 days after the receipt of the written complaint and after notification to the parent and/or student.
3. If the individual filing the complaint is not satisfied with the hearing, the complaint and documentation would be forwarded to the EOLA Board for final resolution. The decision of the EOLA Board shall be final.

UNIFORM COMPLAINT POLICY

Be advised of the protocol for handling complaints. Dr. Armstrong believes that 99% of parent concerns will be resolved at the first step. The process continues if no resolution is made at previous step until the EOLA Board makes the final resolution/decision. OUSD BOARD has no jurisdiction except in severe cases.

1. Parents must request a meeting with the teacher. Fill out the request form with the Office Manager. (Notification of time and day of meeting will be given with in twenty-four hours.)
2. The Office Manager will submit the form to the administrator.
3. Parent/Guardian will meet with the teacher and/or administrator.
4. If the issue is not resolved, the complaint is presented to the EOLA Board of Directors
5. EOLA will make a final decision based on the Board findings

STUDENT CONTRACT

Respect Self:

1. I will attend school each day on time
2. I will not miss more than 5 days of school
3. I will complete all homework and classwork given by the teacher
4. I will not use drugs, consume alcohol, chew gum or smoke at EOLA.
5. I will not use excessive adornment at EOLA. (This includes: make-up, jewelry, nose and tongue rings).
6. I will not have my cell phone visible or turned on during school hours. Violation will lead to confiscation.
7. I will not bring personal electronic devices to school. (i.e. Ipods, pagers, game boys or head phones) Violation will lead to confiscation.
8. I will make up any unexcused absences/tardies during the school year
9. I agree to follow East Oakland Leadership Academy's dress code policy of navy blue bottoms and white tops (including sweatshirts and jackets).

Respect Others:

1. I will keep my hands to myself
2. I will not bring hats/caps to school
3. I will not use foul language, put downs, or fight
4. I will raise my hand to be heard and not interrupt my teacher or another student

Respect Facility:

1. I will not leave school grounds or campus
2. I will have a hall/bathroom pass when I am not in the classroom
3. I will not use my cell phone during school hours
4. I will not bring fast food to school
5. I will not bring bikes, skateboards, or scooters to school
6. I will not loiter
7. I will not bring any weapons to school
8. I will take care of school equipment and return it in the same condition it was when I got it
9. I will not damage or deface school property

Respect Staff, Guests, and Volunteers:

1. I will follow staff and teachers' directions

If I do not follow these rules I cannot attend East Oakland Leadership Academy or any other after school activities

Student Signature

Parent Signature

APPENDIX F- PERSONNEL HANDBOOK

East Oakland Leadership Academy Public Charter School

Employee Handbook



Dr. Laura Armstrong, Director
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ACKNOWLEDGMENT OF HANDBOOK AND AT WILL EMPLOYMENT

I understand and agree that I will read and comply with the Handbook.

I understand and agree to my at-will employment as described in the Handbook summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between you and the School. The School is an at-will employer.
- Just as I am free to terminate the employment relationship with the School at any time, the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason. Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for any employee. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.
- Other than **[the governing board]**, no other entity or person has the authority to modify this Handbook.

I understand that other than the **[Director]** or designee, no supervisor or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the **[Director]** or designee has the authority to make any such agreement and then only in writing signed by the **[Director]** or designee.

Employee's Signature: _____ Date: _____

PLEASE RETURN TO THE DIRECTOR

INTRODUCTION

This Handbook summarizes the **East Oakland Leadership Academy High Charter School's** (hereinafter referred to as "School" or "Charter School") policies, as well as your benefits and responsibilities. We urge you to read this Handbook as soon as you receive it and to speak with the **Director** regarding any questions you may have. The intent of this Handbook is to inform you of the policies regarding employment at the School. Once you have reviewed the handbook, please sign the employee acknowledgment form at the beginning of this Handbook, and provide it to the **Director**.

This Handbook supercedes any previously issued handbooks and or policy or benefit statements of memoranda that are inconsistent with the policies as described herein. Should you have any questions regarding any inconsistencies that may occur, please consult the **Director**.

I. **CONDITIONS OF EMPLOYMENT**

A. **At Will Employment**

This Handbook does not in any way reflect a contract of employment, either express or implied, between you and the School. The Charter School is an at-will employer. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require School to have "cause" to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. Other than the **Governing Board** or designee, no School representative is authorized to modify this policy for any employee.

B. **Modifications**

The Charter School reserves the right to amend, modify, add to, or delete any portion(s) of this Handbook to reflect changes in employment policy, except the at-will employment relationship cannot be changed unless in a writing that expressly states that it is modifying the at-will employment relationship and is signed by **Director** and approved by the **Governing Board**.

C. **Equal Employment Opportunity Policy**

The Charter School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

D. Prohibition of Harassment

1. Policy

The Charter School is committed to providing a workplace free of sexual harassment, as well as harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

The Charter School, as your employer, must take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

2. Definition of Harassment

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile working environment or that unreasonably interferes with job performance. Harassment may also include unwelcome, offensive racial or ethnic slurs, jokes, or similar conduct.

3. Definition of Sexual Harassment

Federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when: (1) Submission to such conduct is

made either explicitly or implicitly a term or condition of employment; or (2) Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; or (3) Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

California law defines sexual harassment as unwanted sexual advances or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior. The following is a non-exhaustive list:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

4. Preventing Sexual and Other Unlawful Harassment

The Director has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should the director become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the director. A Sexual Harassment Complaint Form may be obtained from the director. The director will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the

allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and such action may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's manager or human resource representative, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the governing board.

5. Investigations and No Retaliation Policy

All complaints of sexual harassment will be investigated promptly, objectively and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

II. EMPLOYMENT POLICIES AND PRACTICES

A. Certification and Licensure

The School's core academic teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

B. Clerical, Other Staff, Substitutes, and Consultants

The School's clerical and non-teaching staff, substitutes, and consultants will demonstrate the abilities necessary to effectively carry out their responsibilities as further specified in applicable job specifications.

C. Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by his or her supervisor. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents.

Newly hired employees will have their performance goals reviewed by their supervisor/manager within the first 90 days of employment.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, your supervisor will review your job performance with you in order to establish goals for future performance and to discuss your current performance. The School's evaluation system will in no way alter the employment at-will relationship.

D. Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the office manager advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. No copies of documents in your file may be made with the exception of documents you have previously signed. You may add your comments to any disputed item in the file. The School will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to your supervisor. Only the director is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

E. Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. The phone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

F. Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations, which they believe may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

G. Attendance and Tardiness

If you find it necessary to be absent or late, you are expected to telephone the director as soon as possible but no later than one-half hour after the start of the workday. If you are a teacher, you are also responsible to arrange for a qualified substitute to be approved by the Director. If you are absent from work longer than one day, you

are expected to keep the director sufficiently informed of your situation.

H. Drug Free Workplace

The School complies with all Federal and State regulations regarding drug use while on the job. This policy covers all employees who are violators of any one of the following prohibitions:

1. Use, possession, offer for sale, or being under the influence of illegal drugs during working hours, including lunch and break periods, or in the presence of pupils.
2. Use, possession, offer for sale, or being under the influence of illegal drugs on School property at any time.

For purposes of this policy, engaging in any of the activities above shall be considered as a violation of School policy.

I. Confidential Information

All information relating to students including, Schools, addresses, contact numbers, and progress information is confidential information, and may not be shared with unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

J. Use of E-Mail, Voicemail and Internet Access

The School will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.
4. The School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. The School retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

K. Hours of Work, Overtime and Paydays

For non-exempt employees, work hours are from 8 a.m. to 4 p.m. Monday through Friday, with one hour unpaid for lunch. Non-exempt employees receive two ten-minute paid break periods for each full workday, one in mid morning and one in mid afternoon. The school reserves the right to modify an employees starting and quitting times and the number of hours worked.

All non-exempt employees who work more than eight hours in one workday or more than forty hours in one workweek will receive overtime pay computed as follows: 1) overtime at the rate of one and one-half times the employees regular rate of pay for all hours worked in excess of forty (40) in any one workweek, 2) overtime at the rate of one and one-half times the employees regular rate of pay for the first four (4) hours worked in excess of eight (8) hours in any one workday, and for the first eight (8) hours on the seventh day of work in any one workweek, 3) overtime at the rate of double the employee regular rate of pay for all hours worked in excess of twelve (12) in one workday, and for all hours worked in excess of eight (8) on the seventh day of work in one workweek.

Only those hours that are actually worked are counted to determine the employees overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in making overtime calculations.

Unless otherwise provided, for purposes in calculating overtime, each workweek begins on Sunday and each workday begins at midnight.

No non-exempt employee may work overtime without the express prior approval of his or her supervisor.

Paydays are scheduled on the last day of each month. If you observe any error in your check, please report it immediately to your supervisor.

L. Smoking

All School buildings and facilities are non-smoking facilities.

M. Personal Business

The School's facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Long distance toll calls may not be made from the School's telephone system. If you need to make a personal call it should be made on a personal calling card or cell phone. Do not use School material, time or equipment for personal projects.

N. Health and Safety Policy

See Attachment I

O. TB Testing

No person shall be employed by the School unless the employee has submitted proof of an examination within the last four (4) years that the employee is free of active tuberculosis. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test which if positive shall be followed by an X-ray of the lungs. Thereafter all employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination each employee shall cause to be on file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination is a condition of initial employment and the expense incident thereto shall be born by the applicant.

The County Health Department will provide skin testing available to all employees at regular intervals at no cost to the employee. The availability of this testing shall be announced by the School.

P. Criminal Background Checks

It is the policy of the School to require fingerprinting and background checks for its employees consistent with legal requirements.

The School may, on a case-by-case basis, require an entity providing school site services to certify that the entity's employees comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider all relevant circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. If the School makes this determination, the School shall take appropriate steps to protect the safety of any pupils that may come in contact with these employees. If a School requires an entity to comply with the fingerprinting requirements, the entity is required to comply with this section.

On a case-by-case basis, as to volunteers, the Director shall determine whether the volunteer will have more than limited contact with pupils or otherwise consider other factors requiring a criminal background check for such volunteers.

Q. Security Protocols

The School has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to security personnel or your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify

your supervisor when keys are missing or if security access codes or passes have been breached.

R. Payroll Withholdings

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.
2. State Income Tax Withholding: The same factors, which apply to federal withholdings, apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the school.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Personnel Manager to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to your supervisor. Your office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Personnel Manager and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

S. Expense Reimbursements

The School will reimburse employees for any reasonably necessary school materials or for business travel expenses incurred while on assignments away from the normal work location. All material purchases must have the approval of the director and all business travel must have advance approval by the director for reimbursement purposes. Any such expenses must also be within the parameters of the School's policy regarding such expenditures.

T. Academic Freedom

Teachers must be free to think and to express ideas, free to select and employ materials and methods of instruction within the School's curriculum framework, free from undue pressures of authority, and free to act within his/her professional group. Such freedom should be used judiciously and prudently to the end that it is in concert with established community standards and promotes the free exercise of intelligence and student learning.

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our democratic traditions and methods.
- A concern for the welfare, growth, maturity and development of children.
- The use of accepted scholastic methods.
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

U. Standards of Conduct

Employees are expected to wear clothes that are neat, clean, and professional while on duty. Employees are expected to appear well groomed and appear within professionally acceptable standards suitable for the employee's position, and must at all times wear shoes. Your supervisor will inform you of any specific dress requirements for your position. Employees may not display tattoos on their bodies. If an employee has a tattoo that is visible, it is the employee's responsibility to ensure that it is not visible during work hours.

V. Prohibited Conduct

- Unexcused absence and/or lack of punctuality
- Release of confidential information without authorization
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Willful destruction of property
- Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
- Falsification, fraud, or omission of pertinent information when applying for a position
- Any willful act that endangers the safety, health, or wellbeing of another individual
- Horseplay
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of school property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course of school of your employment with the school
- Acts of discrimination or illegal harassment based on gender, ethnicity, or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination
- Failure to follow any known policy or procedure of the school or gross negligence that results in a loss to the school
- Violations of federal, state or local laws affecting the organization or your employment with the organization
- Unacceptable job performance

- Dishonesty
- Failure to keep a required license, certification or permit current and in good standing
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of school equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job

III. EMPLOYEE BENEFITS AND LEAVES

A. Medical Coverage

All full time employees are eligible for medical coverage. The School health plan does not cover the cost of medical coverage for dependents. You can receive summary descriptions of the School's benefit plans from the director.

B. Holidays

The following holidays are generally taken by public entities, including public schools:

- New Year's Day
- Martin Luther King, Jr., Birthday
- President's Day
- Memorial Day
- Cesar Chavez Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

C. Vacation

The School recognizes summer and holiday time as *vacation time*.

D. Sick Leave

Time off for medical and dental appointments will be considered. The School will not tolerate abuse or misuse of this privilege.

The School does not offer accrued sick leave.

If you are absent longer than 1 day due to illness, medical evidence of your illness and/or medical certification of your fitness to return to

work satisfactory to the School will be required before the School honors any sick pay requests.

E. Unpaid Leave of Absence

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the director may grant employees unpaid leaves of absence.

The granting of an unpaid leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums.

No vacation time is accrued during any type of unpaid leave of absence.

F. Family Care and Medical Leave

The Charter School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

1. Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

2. Events That May Entitle An Employee To FMLA Leave

The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- a. To care for the employee's newborn child or a child placed with the employee for adoption or foster care.
- b. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
- c. To care for a spouse, child, or parent with a serious health condition.
- d. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

3. Amount of FMLA Leave That May Be Taken

- a. FMLA leave can be taken in one or more periods, but may not exceed 12 workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means 60 working and/or paid eight-hour days.

- b. The “12 month period” in which 12 weeks of FMLA leave may be taken is the 12-month period immediately preceding the commencement of any FMLA Leave.

4. Health Benefits

The provisions of the School’s various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions, as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

5. Medical Certifications

- a. An employee requesting FMLA leave because of his or her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.
- b. If the School has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
- c. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

6. Procedures for Requesting and Scheduling FMLA Leave

- a. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Head of School. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
- b. Employees should provide not less than 30 days' notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- c. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- e. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.
- f. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- g. In most cases, the School will respond to a FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and,

in any event, within 10 days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

7. Return to Work

- a. Upon timely return at the expiration of the FMLA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- b. When a request for FMLA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave, subject to limitations under the law.
- c. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
- d. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

8. At your option, you can use accrued vacation or other accrued time off as part of your disability leave before taking the remainder of your leave as an unpaid leave. We may require that you use up any available sick leave during your leave. You may also be eligible for state disability insurance for the unpaid portion of your leave.

9. Taking a pregnancy disability leave may impact certain of your benefits and your seniority date. If you want more information regarding this policy and your eligibility for leave, the impact of the leave on your seniority and benefits, and our policy on other disabilities, please contact the director.

G. Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle An Employee to Pregnancy Disability Leave**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for parental care.

- **Duration Of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months"

means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave, which may be available as Family Care, and Medical Leave.

- **Pay During Pregnancy Disability Leave**

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- **Health Benefits**

The provisions of School's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

- **Seniority**

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- **Medical Certifications**

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
 2. Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.
- **Requesting And Scheduling Pregnancy Disability Leave**
 1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to her supervisor. An employee asking for a Request for Leave form will be referred to School's then current pregnancy disability leave policy.
 2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt School's operations.
 4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
 5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative

position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.
2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

- **Employment During Leave**

An employee on pregnancy disability leave may not accept employment with any other employer without School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the school.

H. Workers' Compensation

All School personnel are covered by worker's compensation insurance. Employees are required to report any accidents and/or injuries occurring on the job to the director immediately so that the required reports can be completed.

The School, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment and follow-up care if required;

- Complete a written Employee's Claim Form (DWC Form 1) and return it to your supervisor; and
- Provide the School with a certification from your health care provider regarding the need for worker's compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. The School, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the employee's supervisor and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Worker's Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

I. Military Leave of Absence

The School will grant employees a military leave of absence to the extent required by applicable federal and state law.

J. Jury and Witness Duty

The School will provide employees time off to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The school will also provide employees with time off to: 1) appear in court or other judicial proceeding as a witness to comply with a valid subpoena or other court order, or 2) obtain any relief including a temporary restraining order, to help ensure the health, safety, or welfare of a domestic violence victim or his or her child. Leaves under this section will be unpaid.

K. Voting Time Off

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work.

L. Bereavement Leave

Employees who have worked with the School for more than 12 months will be allowed up to 2 consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member is defined to include a current spouse, father, mother, sister, brother, children, current parent-in-law, grandparents, and grandchildren.

If any employee requires more than three days off for bereavement leave, the employee may request additional unpaid leave.

IV. TERMINATION OF EMPLOYMENT

Should it become necessary for you to terminate your employment with the School, please notify the director regarding your intention as far in advance as possible. At least two weeks notice is expected whenever possible.

If you are participating in the medical and/or dental plan, you will be sent information on your rights under COBRA.

A. Misconduct Subject to Discipline or Dismissal

The following violations are considered misconduct and may result in disciplinary action up to and including termination of employment. Since it is impossible to enumerate every act or omission that would justify the imposition of disciplinary action, the list is not intended to be all-inclusive. Further, the specification of this list of conduct in no way alters the at-will employment relationship.

1. Unexcused absence and/or lack of punctuality.
2. Release of confidential information without authorization.
3. Possession of or reporting to work while under the influence of alcohol, narcotics, and/or other controlled substances.
4. Theft.
5. Willful destruction of property.
6. Conviction of a felony or conviction of a misdemeanor which makes the employee unfit for the position.
7. Falsification, fraud, or omission of pertinent information when applying for a position.
8. Any willful act that endangers the safety, health or well-being of another individual.
9. Any act of sufficient magnitude to cause disruption of work or gross discredit to the school.
10. Misuse of school property or funds.
11. Possession of firearms, or any other weapon, while acting within the course of school of your employment with the school.
12. Acts of discrimination or illegal harassment based on gender, ethnicity, or any other basis protected by state or federal law.
13. Failure to comply with the school's safety procedures.

14. Insubordination.
15. Failure to follow any known policy or procedure of the School, or gross negligence that results in a loss to the School.
16. Violations of federal, state, or local laws affecting the organization or your employment with the organization.
17. Unacceptable job performance.
18. Dishonesty
19. Failure to keep a required license, certification or permit current and in good standing.

B. Non-Disclosure of Personnel Information

Reasons for involuntary terminations are privileged information and are treated confidentially. Anyone disclosing such information inappropriately is subject to disciplinary action, up to and including termination of employment.

C. Resignation

Employees are free to resign without repercussion or retaliation. The School prefers at least two weeks days advance notice from a resigning employee. However, the School may ask an employee to leave immediately. Any unpaid compensation, excluding sick or personal leave benefits, shall be paid to the employee as soon as possible as required under the law.

D. Retirement

Retirement at age 65 is not compulsory.

E. Salary and Benefits In the Event of Termination

In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of actual service.

V. INTERNAL COMPLAINT REVIEW

Complaints regarding allegations of harassment or discrimination should be made pursuant to the specific policies addressing those issues. The purpose of this "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to their immediate supervisors or to other School supervisors of their choice to informally express their work-related concerns.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Personnel Manager as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the basis for the employee's complaint.

Investigation

An objective and timely investigation of all complaints, which cannot be resolved informally, will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

The School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Personnel Manager shall report the finding(s) to the employee in writing.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the director..

APPENDIX G-

SINGLE PLAN FOR STUDENT ACHIEVEMENT

East Oakland Leadership Academy

**Single Plan for Student Achievement
2012-2013**

**Submitted by:
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East Oakland Leadership Academy
2614 Seminary Ave.
Oakland, CA 94605
(510) 562-5238**

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Mission Statement

Our mission is to establish a child-centered learning environment that develops academic excellence, technological literacy, appreciation and understanding of the Arts, and proficiency in English.

Our students will develop self-respect, leadership qualities, recognition of the importance of service to their community, and a life-long love of learning.

Our school will include small classes, community and parent involvement, and a clean, safe learning environment that respects and addresses the cultural needs of our students and staff.

Our mission will be accomplished by developing curriculum-based assessment models and student portfolios to guide instruction and measure student achievement along with standardized testing.

East Oakland Leadership Academy will accommodate diverse learning styles and provide enrichment educational opportunities to promote the academic success and socio-emotional development of our students.

Our Educational Philosophy

East Oakland Leadership Academy School's (EOLA's) goal is to provide strong academic skills in Language Arts & Literature and Mathematics to minority and socio-economically disadvantaged students. EOLA will serve inner city students in grade levels kindergarten to eighth. We believe that attendance is a critical factor of academic success. EOLA will focus on achieving a high attendance rate. 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. EOLA will also provide instruction to develop student's academic and social skills in but not limited to reading, writing, math, science, and social science to make them productive members in a capitalist society. Achieving these goals will be a collaborative effort between students, school, family, and community members.

The East Oakland Leadership Academy educational program will be based on the following elements of success:

- A vision, mission, and operational business plan that focuses on student learning
- Academically rigorous curricula that will create a body of knowledge and skills essential for economic civic, technological, traditional, and personal advancement in the multicultural society of the 21st century
- Effective and engaging instruction with a commitment to utilizing various teaching approaches to meet the needs of differing learning styles
- An environment that will increase and encourage collaboration amongst teachers through shared decision making

- Professional development that places skills in a context consistent with the overall school mission
- Small school size, which contributes to a culture of trust and communications
- Parent and community involvement in and support for school programs and change efforts
- Regular measurement of progress toward achieving both student and staff performance
- A community communication process detailing student and school performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial
- A cooperative environment in which students feel respected, valued, safe, and supported
- Encouragement for families and the larger community to become educational partners in the charter school

The Students We Serve

East Oakland Leadership Academy (EOLA) will welcome, as space and resources are available, students currently served by the Oakland Unified School District in Grades K-8. As AB544 states as a Charter School all students throughout California are welcomed according to space availability. In year one, the Academy served grade 6 and increased enrollment in the following years according to the original charter statement, currently serving grades K-8.

East Oakland Leadership Academy seeks to educate low income, minority students from East Oakland, CA. East Oakland Leadership Academy's highest priority is improving the academic achievement of this traditionally underserved student population and closing the achievement gap. EOLA'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
- Students who benefit from a structured learning environment.

The student populations that EOLA will serve are 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 on the STAR achievement test, receive free or reduced lunch, and live at or below poverty level.

EOLA will help these students increase their academic performance by providing

curriculum aligned with district and state standards, before and after school math/reading small group tutoring, to specifically address the needs of students that perform below grade level. Test results and grades from the previous school year will be used as indicators of past performance until teacher observations and other assessments will 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. EOLA is dedicated to providing high need students in urban communities an educational option that can meet their unique needs and move them towards graduation.

21st Century Educated Person

An educated person in the 21st century must be able to solve problems and think innovatively. A solid foundation of knowledge, including: history, language arts, English literature, science, and mathematics is critical. The educated person must be able to apply this knowledge effectively. The ability to obtain, analyze, and utilize information, and technology effectively is essential. Self-motivated individuals who understand that the necessity to learn will continue throughout their lifetimes will have the greatest prospects for fulfilling lives in the 21st century. EOLA is committed to provide a positive learning environment and teaching strategies that will meet the learning styles of all students and develop self-motivated, competent, lifelong learners. At EOLA we believe that "All Children Can Learn." We believe that our educational program will provide equitable learning opportunities and will increase academic performance of all students.

We recognize in these times, that young children are going through the most critical development stage in their lives. Their physical, emotional, and intellectual needs are woven together. These are the years when young children are seeking answers to fundamental questions in life and are deciding on values and standards that will largely determine their behavior in the future. It is our plan to meet the educational needs of each student and provide students with the necessary tools to succeed in the 21st Century.

The goal of East Oakland Leadership Academy is to equip urban students with the literacy necessary in the 21st century- the ability to read, write, and speak; to calculate with clarity and precision; and to be able to participate passionately and responsibly in the life of the community. East Oakland Leadership Academy will enable students to become literate, self-motivated, and lifelong learners. This will be achieved by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards. East Oakland Leadership Academy will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.

Diversity will be enhanced in each classroom and school wide by acknowledging the cultures represented through instruction and community activities. The EOLA team will seek grants to support a cultural and social development program for students and the community at large that will include music, dance, arts, crafts, rites of passage based on a student/parent/community needs assessment. In addition to this program, cultural diversity and awareness will be integrated into the curriculum by acknowledging various holidays and celebrations throughout the year. Community activities/exhibitions exemplifying cultural diversity will be held throughout the school year also.

Lifelong learning begins when a student experiences a positive learning environment. EOLA will provide a positive learning environment by employing qualified teachers who are committed to meeting the needs of all students. All staff members will demonstrate support of the vision that "All Children Can Learn" by implementing teaching strategies that address the learning styles of all children and thereby equipping students with the skills that will enable them to experience success and a positive learning experience. EOLA will create positive learning experiences by assessing the current achievement level of each student, developing an ILP, allowing students to work in cooperative groups, independently, and have one on one learning opportunities. Students that require additional learning opportunities will attend tutoring sessions.

Our Small School Design

The students we seek to serve learn best in a small school setting. Although a small school cannot in itself guarantee high academic achievement, research demonstrates that reduced size facilitates the activities that lead to greater learning. Much of the improvement occurs because the adults and especially the teachers know each student at a deeper level. Studies have shown, for example, that students in smaller high schools have higher attendance rates and fewer incidents of violence and discipline problems. (The Case for Smaller High Schools, Tom Van Ark, Education Leadership, February 2002). Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. EOLA will provide a structured daily program, support, extended school day and year, and state aligned textbooks to maximize a small school environment. As discussed in more detail below, our vision of effective small school design is based on our pillars of effective school design:

The East Oakland Leadership Academy charter school will provide an education program that allows each student to:

- Develop academic excellence and high standards of personal and social behavior;
- Learn to learn - learn how to think critically, become independent thinkers, and see learning as a life-long process;
- Become knowledgeable about their own culture and history as well as other cultures and history in their urban environment;

- Become active participants in a democratic society as contributing citizens within the school, local, and global communities;
- Become more responsible for and have more control over their own learning by setting goals, planning, and managing their educational environment,
- Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem;
- Work in an environment that promotes learning; and
- Utilize technologically advanced software to supplement the core curriculum and promote the practice of higher-level thinking skills.

• **High Expectations:** All students are also expected to meet grade level standards, maintain high attendance, and adhere to high standards of student behavior.

• **Significant Support:** The small school environment along with tutoring, summer school, small class sizes, teacher assistants, and homework club will help promote academic success for EOLA students.

• **Student Leadership:** Students will be exposed to leadership skills-community linkages.

• **Parent and Community Involvement:** Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission. Community partners include but are not limited to: Frohm's Martial Arts, YMCA, Four Seasons, Parks and Recreation, Digital Art and Culinary Academy, Mommaart, TTO, CalState TEACH, and Urban Boot camp. Our partners support our mission by providing opportunities to develop leadership and social skills. Parents and community members are invited to exhibitions of student participation in the various programs offered by our partners.

• **Focus on Results:** East Oakland Leadership Academy has a relentless focus on high student performance, measuring results on standardized tests and other reliable indicators. This data will be used to improve teaching and learning. Students, parents, and staff will create and reinforce a culture of achievement.

Using multiple teaching strategies promotes learning for every student. Presenting every student with rigorous curriculum and high expectations for achievement is the foundation for learning. Research demonstrates that building connections to adults, especially with dedicated and motivated teachers, consistently leads to higher student achievement. As a small school, EOLA will facilitate these interactions. Moreover, each teacher will develop an Individualized Learning Plan as a road map for student learning goals. Each plan will be customized and regularly reviewed through parent and administrator/teacher consultations.

Curriculum and Instructional Design

Academic Standards

Outstanding schools are dedicated to helping all students succeed in their academic program, while meeting or exceeding state and local standards. EOLA, as a public charter school, must administer the required standardized tests, derived from the California state standards. As a result, EOLA adopts the California state standards as our curriculum framework and adds the four school-wide outcomes such as academic achievement, critical thinking, personal responsibility, and a focus on high attendance.

Measurable Student Outcomes

EOLA's educational program aims to graduate students who are academically prepared for college, responsible citizens and effective community leaders.

To this end, EOLA students must:

1. Meet/Exceed the requirements of NCLB Act

Benchmark: EOLA will meet annual AYP objectives as required by law.

2. Maintain a high student attendance rate

Benchmark: An attendance of at least 90% will be met by EOLA annually, as reported to the District and state.

3. Meet at least on ILP goal yearly

Benchmark: Students will meet at least on ILP goal yearly.

4. Increase their score on mandated ELA CST

Benchmark: Students taking the ELA CST will increase their scale score.

5. Increase their score on mandated Mathematics CST

Benchmark: Students taking the Mathematics CST will increase their scale score.

Plan For Students Who Are Academically Low Achieving

EOLA intends for all students to reach high levels of achievement. The philosophy will be to deliver rigorous curriculum and provide the necessary support for them to achieve. The design of EOLA will facilitate the learning of students who are academically low

achieving. The small school atmosphere will increase the personalized attention available. When combined with the curriculum and culture of high expectations, student performance will improve significantly.

For students who arrive at EOLA significantly below grade level in either reading or mathematics or who require additional time to master the curriculum, EOLA teachers will create an individualized learning plan to allow more instructional support in the area(s) of need. Additional instructional support may include: tutoring, pullout, one-on-one, and teacher assistants.

Plan For English Language Learners

EOLA intends to serve English Language Learners at the school site through full-inclusion classrooms. Under this program, ELL's are enrolled in regular classes and receive supplementary instruction to aid and develop grade-level English language skills. The small class size with increased personalized attention and a student individualized learning plan will aid in bringing English Language Learners to the expected achievement levels.

Listening, speaking, reading, and writing skills of ELL's will be assessed. The home language survey and mandatory CELDT testing as required by law, will help identify the needs of ELL's. When a language other than English is listed on the survey, students will be administered the California English Language Development Test (CELDT). CELDT is designed to evaluate each student's listening, reading, speaking and writing skills in English. The results from the test will be shared with the student's parents and teachers. ELL's will be instructed in English by teachers who are trained to work with English Language Learners. EOLA ELL's will be prepared with the skills in English and mathematics to meet California State Standards.

At a minimum these policies and procedures will accomplish the following:

1. Identify students who need assistance including the use of a home language survey and mandatory CELDT as required by law. .
2. Ensure that necessary, appropriately credentialed staff and curricular materials are in place and used properly.
3. Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students, and assessing the success of the program and modifying it where needed.

Research-Based Instructional Strategies

Effective instructional strategies enable students to think critically and creatively. Recognizing that students learn in different ways, our teachers will use a variety of research-based instructional strategies to ensure that all students learn effectively. These may include, among others:

- Lectures (traditional teacher-centered learning appropriate for certain types of information)
- Inquiry/problem solving (identify question or problem, and use various processes to formulate and test theories towards a solution)
- Socratic questioning (detailed oral questioning of students)
- Cooperative learning (working in groups)
- Experiential learning (group experiences such as Mock trials, debates)

Focus on Results

Our school will relentlessly focus on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement. We feel that our students must be given a structured learning environment that offers an extended calendar, instructional minutes that exceed state mandates, up to date curriculum and a focus on standardized examinations.

Methods Of Assessment

EOLA’s academic program is standards-based and data driven. The California State content and performance standards and multiple sources of data form the basis of the School’s teaching and evaluation. We also measure non-academic areas such as student attendance rates. The Measurable Pupil Outcomes will be measured using the following assumptions and in the following ways:

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Core Subject Areas	English Language Arts	Pre Assessment 1x per year Reading assessments 4x per year Writing assessment 4x per year	CST CELDT

		Exhibitions 2x per year Ongoing content assessments ILP	
	Mathematics	Pre Assessment 1x per year Assessments 4x per year Ongoing content assessments ILP	CST
	Social Studies	Ongoing content assessments	CST where applicable
	Science	Ongoing content assessments	CST where applicable
	Health	Ongoing content assessments	CA physical fitness test
Non-Core Subject Area	Leadership	Participation in student governance	
	Arts	Ongoing content assessments Ongoing portfolio assessments Exhibitions 2x per year	

Use And Reporting Of Data

EOLA will send student assessment results to parents after each nine-week session. EOLA will send student academic progress reports to families every three weeks to inform them if their children are receiving a C- or lower in any subject.

EOLA will distribute a satisfaction survey to all families and legal guardians of students. It will be the formal means of collecting information on the effectiveness of school outreach and information dissemination, while providing the opportunity for families to express their views on the EOLA educational experience. EOLA will be accountable to multiple constituencies: students and their families, its Board of Trustees, OUSD, and the

California State Department of Education. Accountability to each of these constituencies includes fiscal and academic performance.

<i>Pupil Outcome Goals</i>	<i>Assessment</i>
1. Meeting/Exceeding the requirements of NCLB Act.	<i>All students will strive to meet or exceed state standards and show annual growth.</i>
2. Students will maintain a high attendance rate	An attendance rate of at least 90% will be met by EOLA annually, as reported to the District and the state.
3. Students will meet at least one ILP goal yearly.	Students will meet at least one of their established ILP goals annually, as demonstrated through documentation maintained by the teachers.
4. Student test scores on ELA CST will increase	Students will strive to increase yearly performance on ELA CST.
5. Student test scores on Mathematics CST will increase	Students will strive to increase yearly performance on Mathematics CST.

Demographics

The ethnic breakdown of EOLA based on the 2012 Star test demographic information is:

African American	29.2%
Asian American	02.4%
Hispanic or Latino	65.8%
Pacific Islander	00.0%
White (Not Hispanic)	01.2%
Two or more Races	01.2%

Analysis of the Standardized Testing and Reporting Program and AYP results that identify the specific problem in the area(s) not meeting targets and/or criteria.

STAR Results and Specific Target Areas

2011-2012

The 2011–2012 CST results showed that EOLA did not meet its growth target. The 2010-2011 base was 806 and the 2012 growth was 767, a 39-point shortfall. A major factor that led to this was the decrease in the student population. Despite the decrease, all of our students achieved. EOLA has shown a steady increase in student performance. On the

ELA (English language arts) CST, we want to increase proficiency in literary response and analysis, and writing strategies. We want to maintain proficiency in ELA (English language arts). On the mathematics CST, we want to increase proficiency in algebra. We want to maintain proficiency.

Action Plan

Develop Individualized Learning Plan (ILP) for each student.

1. The data used for developing the ILP includes CST data, Curriculum pre-assessment, teacher observation, and review of student file as it relates to IEP and CELDT data. Each ILP has a focus on ELA and Math. Methods and suggestions are made and a target goal is set. The ILP is reviewed during the year. Parents are given copies of the ILP.
2. Benchmark assessments. All students are assessed at the beginning of the year in each subject. The results of the first assessment, in addition to teacher observation and CST data is used to develop target goals for ILP. Various methods and strategies are suggested to meet the target goals. Benchmark assessments are given three more times during the year to monitor target growth.
3. Students are given a report of their academic progress every three weeks.
4. Students receive a report card every 9 weeks.
5. Parent conferences are held to discuss student progress.
6. Students that need additional help are recommended to for tutoring, and reading comprehension/test prep strategies class.
7. ELL students and students that perform below basic on the CST and/or perform below early advanced on the CELDT are provided with additional computer based resources such as Acellus.

Specific and measurable goals the school will achieve during the current school year.

1. Meet or exceed AYP
2. Meet or exceed similar schools rank using Oakland Unified School District rankings as the norm
3. Maintain 90% attendance rate
4. Students will meet at least one annual ILP goal
5. Student CST scores will increase from year to year

Methods or system the School will use to examine student achievement data on a regular basis across grade levels, by subject matter, and across the School as a whole.

Initial benchmarks took place in August. Benchmark 2 will take place in October. Benchmark 3 will take place in January. Benchmark four will take place in March.

In addition, there are on-going curriculum assessments. These results are stated and reviewed every 3 weeks on student progress reports.

Specific actions, which follow from the goals and examination of student data, the School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.

Teachers participate in a one-week intensive teacher training. Professional development plans are developed for each teacher based on observations conducted by administrative staff. Weekly staff meetings discuss student achievement. The school site council reviews overall student achievement. The governing board reviews student performance report and makes comments.

Diagnostic assessments that will be used to enable the School to monitor the effects of proposed changes on student performance.

EOLA, parents, and students will develop Individualized Learning Plans as a road map for learning goals. Each plan will be customized and regularly reviewed through parent and teacher-advisor consultations.

Professional development plan for teachers and/or other staff that supports the activities the School will implement to improve performance in targeted areas.

Professional Development includes a one-week intensive teacher training, weekly staff meetings, and an individual professional development plan. New and beginning teachers participate in the district BTSA program.

Funding: EOLA received school wide Title 1 funding. EOLA received \$56,429 in federal funding. These funds were used for salaries and benefits of teachers, instructional materials, recruiting, and professional development.

APPENDIX A

**Demographic Information
East Oakland Leadership Academy**

Based on CST students tested.

	2009	2010	2011	2012
African American	26.0%	26.7%	30.9%	29.2%
American Indian or Alaskan Nat.	0.0%	0.0%	0.0%	0.0%
Asian-American	1.0%	0.0%	1.0%	2.4%
Filipino-American	1.0%	0.0%	0.0%	0.0%
Hispanic or Latino	68.8%	69.3%	64.9%	65.8%
Pacific Islander	1.0%	0.0%	1.0%	0.0%
White (not Hispanic)	2.1%	2.0%	1.0%	1.2%
Two or more Races	0.0%	2.0%	1.0%	1.2%
Other Ethnicity or Missing	0.0%	0.0%	0.0%	0.0%

APPENDIX B

School Wide Data

- In the 2011-2012 school year our school population dropped, which affected our test scores.
- Less students scored advanced and proficient on the CST which led to our 39 point drop
- Although few students performed at the advanced level, the majority of our students performed at the basic-advanced level.

- The 2012-2013 school wide focus of the ELA CST will be on: Reading Comprehension, literary response and analysis, and writing strategies
 - * we've implemented a benchmark data analysis plan
- We have been proficient over the years, and want to increase in the specified areas on the ELA CST
- We want to maintain proficiency in ELA
- 2nd, 3rd, 4th, and 8th grade will be our focus groups for ELA
- Reading comprehension and writing strategies will be our main focus with the primary grades

- The 2012-2013 school wide focus of the Mathematics CST will be on: Algebra
 - *We've implemented a benchmark data analysis plan
- We have consistently scored proficient over the year, and want to increase in the specified area on the Mathematics CST
- We want to maintain proficiency in mathematics
- 4th and 8th grade will be our focus groups for mathematics
- Our main challenge is Algebra as a transitory to general math to Algebra I
- We will strive to improve the transitioning of general math to Algebra

E.O.L.A (2ND-8TH) CST DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Proficient/ Advanced	28/93 30%	42/101 41.5%	52/97 53.6%	43/90 47.7%	
Basic/ Proficient/ Advanced	73/93 78.4%	80/101 79.2%	80/97 82.4%	74/90 82%	
Below Basic/ Far Below Basic	20/93 21.5%	21/101 20.7%	17/97 17.5%	16/90 17.7%	
MATH					
Proficient/ Advanced	37/93 39.7%	48/101 47.5%	53/97 54.6%	45/90 50%	
Basic/ Proficient/ Advanced	67/93 72%	71/101 70.2%	83/97 85.5%	70/90 77.7%	
Below Basic/ Far Below Basic	26/93 27.9%	30/101 29.7%	14/97 14.4%	20/90 22.2%	
API Score	709	747	806	767	
AYP Met?	NO	YES	YES	NO	

(2ND-8TH) CLASS PERFORMANCE/PLACING DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Highest Performance	6 TH Grade	4 TH Grade	5 TH Grade	7 TH Grade	
Lowest Performance	5 TH Grade	3 RD Grade	2 ND Grade	2 ND /3 RD Grade	
MATH					
Highest Performance	2 ND Grade	6 TH Grade	6 TH Grade	5 TH Grade	
Lowest Performance	5 TH Grade	8 TH Grade	2 ND Grade	8 TH Grade	

(2ND-8TH) E.L.A SCHOOL AVERAGE/DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Word Analysis and Vocabulary Development	61%	63.5%	70%	65.5%	
Reading Comprehension	55.7%	63.7%	63%	60%	
Literary Response and Analysis	56%	64%	64%	59%	
Writing Conventions	61%	64%	65%	61%	
Writing Strategies	49%	56%	58%	52%	

(2ND-8TH) CLASS AVERAGE DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
2 ND GRADE	326 BASIC	327 BASIC	321 BASIC	318 BASIC	
3 RD GRADE	330 BASIC	315 BASIC	336 BASIC	318 BASIC	
4 TH GRADE	319 BASIC	371 PROFICIENT	340 BASIC	319 BASIC	
5 TH GRADE	294 BELOW B	342 BASIC	373 PROFICIENT	353 PROFICIENT	
6 TH GRADE	342 BASIC	351 PROFICIENT	371 PROFICIENT	364 PROFICIENT	
7 TH GRADE	332 BASIC	352 PROFICIENT	351 PROFICIENT	368 PROFICIENT	
8 TH GRADE	335 BASIC	332 BASIC	348 BASIC	340 BASIC	
MATH					
2 ND GRADE	387 PROFICIENT	364 PROFICIENT	337 BASIC	363 PROFICIENT	
3 RD GRADE	368 PROFICIENT	367 PROFICIENT	393 PROFICIENT	363 PROFICIENT	
4 TH GRADE	355 PROFICIENT	381 PROFICIENT	373 PROFICIENT	344 BASIC	
5 TH GRADE	274 BELOW B	334 BASIC	358 PROFICIENT	409 ADVANCED	
6 TH GRADE	368 PROFICIENT	387 PROFICIENT	400 PROFICIENT	390 PROFICIENT	
7 TH GRADE	333 BASIC	344 BASIC	349 BASIC	361 PROFICIENT	
8 TH GRADE	305 BASIC	293 BELOW B	340 BASIC	303 BASIC	

ADVANCED- 402-600
PROFICIENT- 350-401

BASIC- 300-349
BELOW BASIC- 259-299

FAR BELOW BASIC- 150-258

2ND GRADE E.L.A AVERAGES/DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Word Analysis and Vocabulary Development	65%	63%	64%	56%	
Reading Comprehension	54%	51%	50%	49%	
Literary Response and Analysis	68%	60%	50%	52%	
Writing Conventions	59%	61%	63%	54%	
Writing Strategies	43%	49%	50%	47%	

3RD GRADE E.L.A AVERAGES/DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Word Analysis and Vocabulary Development	73%	65%	74%	65%	
Reading Comprehension	58%	64%	62%	59%	
Literary Response and Analysis	54%	70%	66%	51%	
Writing Conventions	69%	50%	57%	56%	
Writing Strategies	70%	52%	55%	65%	

4TH GRADE E.L.A AVERAGES/DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Word Analysis and Vocabulary Development	64%	73%	63%	60%	
Reading Comprehension	50%	75%	57%	47%	
Literary Response and Analysis	48%	73%	55%	52%	

Writing Conventions	50%	74%	57%	41%
Writing Strategies	47%	61%	48%	33%

5TH GRADE E.L.A AVERAGES/DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Word Analysis and Vocabulary Development	49%	62%	77%	68%	
Reading Comprehension	45%	60%	70%	71%	
Literary Response and Analysis	39%	58%	74%	68%	
Writing Conventions	56%	66%	77%	69%	
Writing Strategies	34%	62%	71%	58%	

6TH GRADE E.L.A AVERAGES/DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Word Analysis and Vocabulary Development	69%	69%	82%	71%	
Reading Comprehension	62%	59%	66%	61%	
Literary Response and Analysis	62%	67%	74%	66%	
Writing Conventions	67%	76%	75%	76%	
Writing Strategies	53%	58%	64%	60%	

7TH GRADE E.L.A AVERAGES/DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Word Analysis and Vocabulary Development	56%	64%	74%	77%	
Reading Comprehension	61%	71%	73%	75%	
Literary Response and Analysis	56%	63%	69%	67%	
Writing Conventions	60%	68%	65%	76%	
Writing Strategies	48%	56%	55%	56%	

8TH GRADE E.L.A AVERAGES/DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Word Analysis and Vocabulary Development	53%	49%	61%	62%	
Reading Comprehension	60%	66%	67%	64%	
Literary Response and Analysis	66%	57%	60%	59%	
Writing Conventions	66%	54%	64%	60%	
Writing Strategies	49%	55%	63%	51%	

(2ND-8TH) E.L.A CLASS PERFORMANCES/DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
HIGHEST PERFORMANCE					
Word Analysis and Vocabulary Development	3 RD GRADE 73%	4 TH GRADE 73%	6 TH GRADE 82%	7 TH GRADE 77%	
Reading Comprehension	6 TH GRADE 62%	4 TH GRADE 75%	7 TH GRADE 73%	7 TH GRADE 75%	
Literary Response and Analysis	2 ND GRADE 68%	4 TH GRADE 73%	5 TH /6 TH GRADE 74%	5 TH GRADE 68%	
Writing Conventions	3 RD GRADE 69%	6 TH GRADE 76%	5 TH GRADE 77%	6 TH /7 TH GRADE 76%	
Writing Strategies	3 RD GRADE 70%	4 TH GRADE 61%	5 TH GRADE 71%	3 RD GRADE 65%	
LOWEST PERFORMANCE					
Word Analysis and Vocabulary Development	5 TH GRADE 49%	8 TH GRADE 49%	8 TH GRADE 61%	2 ND GRADE 56%	
Reading Comprehension	5 TH GRADE 45%	2 ND GRADE 51%	2 ND GRADE 50%	4 TH GRADE 47%	
Literary Response and Analysis	5 TH GRADE 39%	8 TH GRADE 57%	2 ND GRADE 50%	3 RD GRADE 51%	
Writing Conventions	4 TH GRADE 40%	3 RD GRADE 50%	3 RD /4 TH GRADE 57%	4 TH GRADE 41%	
Writing Strategies	5 TH GRADE 34%	2 ND GRADE 49%	4 TH GRADE 48%	4 TH GRADE 33%	

(2ND-8TH) FEMALE DATA 2008-2012

CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Advanced	3.5%	23%	14.2%	11%	
Proficient	20.5%	20.2%	33%	32.7%	
Basic	56%	37.1%	28%	31.5%	
Below Basic	15.7%	16.1%	22.8%	19.5%	
Far Below Basic	4%	3.5%	1.8%	5.2%	
MATH					
Advanced	7%	31%	22.4%	11.4%	
Proficient	31.4%	21%	29.5%	45.1%	
Basic	31.1%	21.5%	31.1%	21.4%	
Below Basic	16%	22.5%	16.8%	15.8%	
Far Below Basic	8.7%	3.7%	0%	6.2%	

(2ND-8TH) MALE DATA 2008-2012

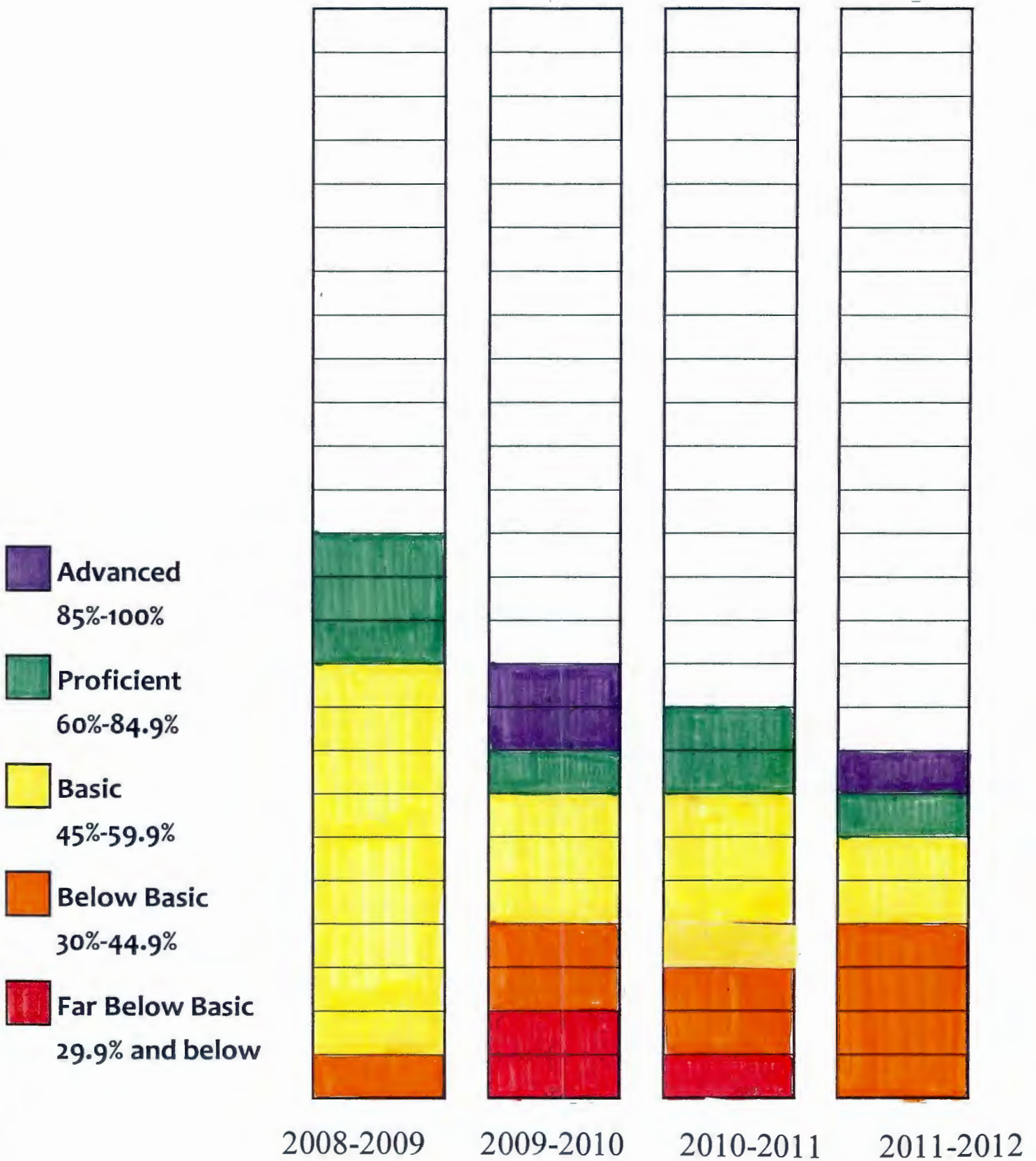
CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Advanced	1.1%	7.1%	11.4%	16.4%	
Proficient	19.2%	28.5%	45.8%	31.2%	
Basic	54.8%	42.5%	33.1%	27%	
Below Basic	10.4%	17.1%	9.4%	20.5%	
Far Below Basic	14.4%	4.5%	0%	4.7%	
MATH					
Advanced	14.1%	15%	18.4%	26.8%	
Proficient	27.2%	30.7%	43.5%	25.4%	
Basic	29.7%	27.7%	28.2%	29.4%	
Below Basic	20.2%	23%	9.4%	17.1%	
Far Below Basic	8.4%	3.2%	0%	1.1%	

The following charts indicate individual student performance on CST in ELA and Math.





Key Analysis

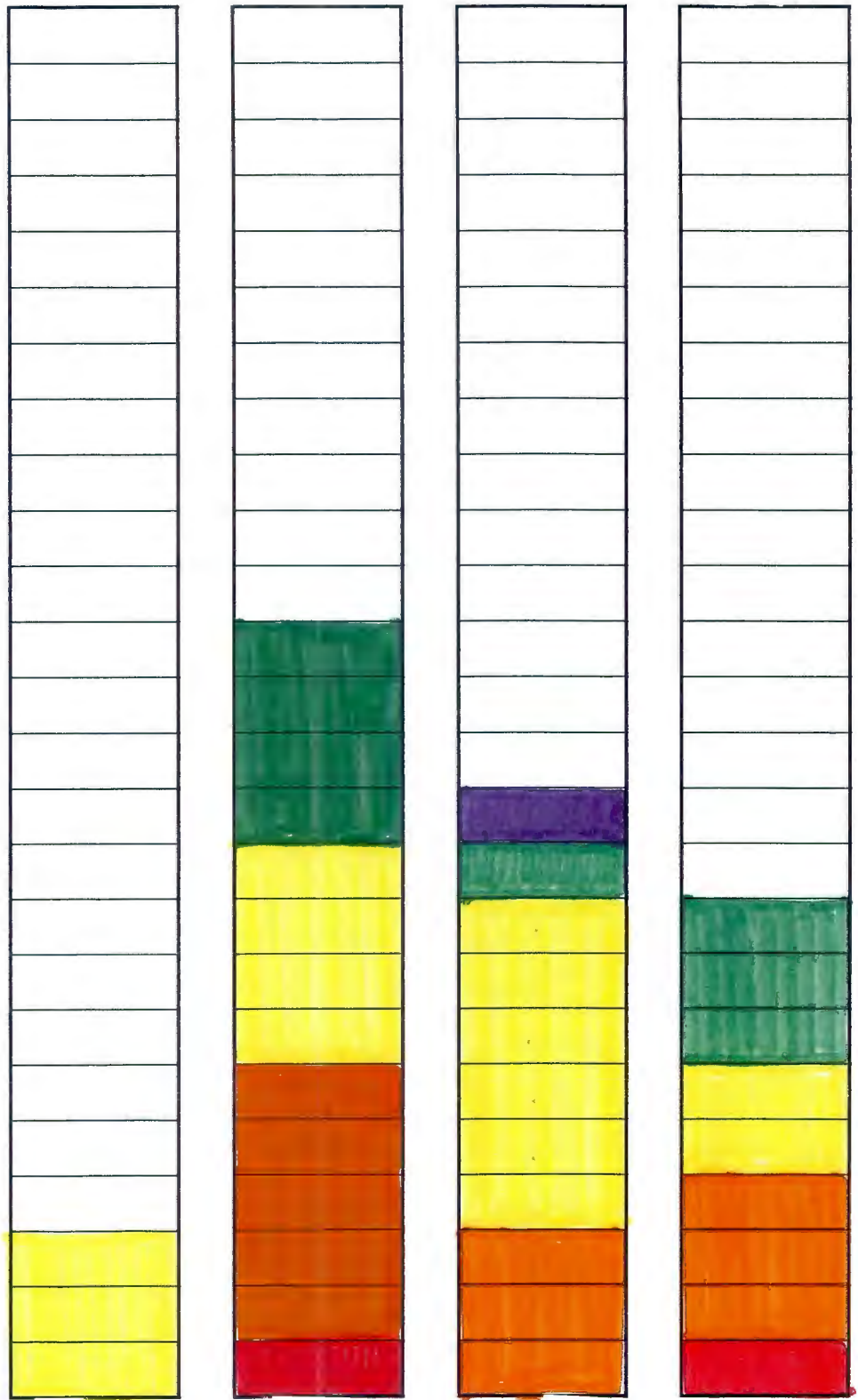
- The percentage of students scoring Advanced and Proficient in English Language Arts (ELA) increased each year from 2008-2009 to 2010-2011.
- The percentage of students scoring Below Basic and Far Below Basic in ELA decreased each year from 2008-2009 to 2010-2011; the number of students scoring Below Basic and Far Below Basic in ELA decreased from 2010-2011 to 2011-2012.
- The percentage of students scoring Advanced and Proficient in Math increased each year from 2008-2009 to 2010-2011.
- The percentage of students scoring Below Basic and Far Below Basic decreased between 2008-2009 and 2011-2012.
- The API Score increased each year from 2008-2009 to 2010-2011.
- Percentage scores in four of the five areas of ELA increased between 2008-2009 and 2011-2012
- The class averages for ELA for grades five through seven increased between 2008-2009 and 2011-2012.
- The class averages for math for grades five through eight increased between 2008-2009 and 2011-2012.

2ND GRADE ELA CST DATA



3RD GRADE ELA CST DATA

-  **Advanced**
85%-100%
-  **Proficient**
60%-84.9%
-  **Basic**
45%-59.9%
-  **Below Basic**
30%-44.9%
-  **Far Below Basic**
29.9% and below



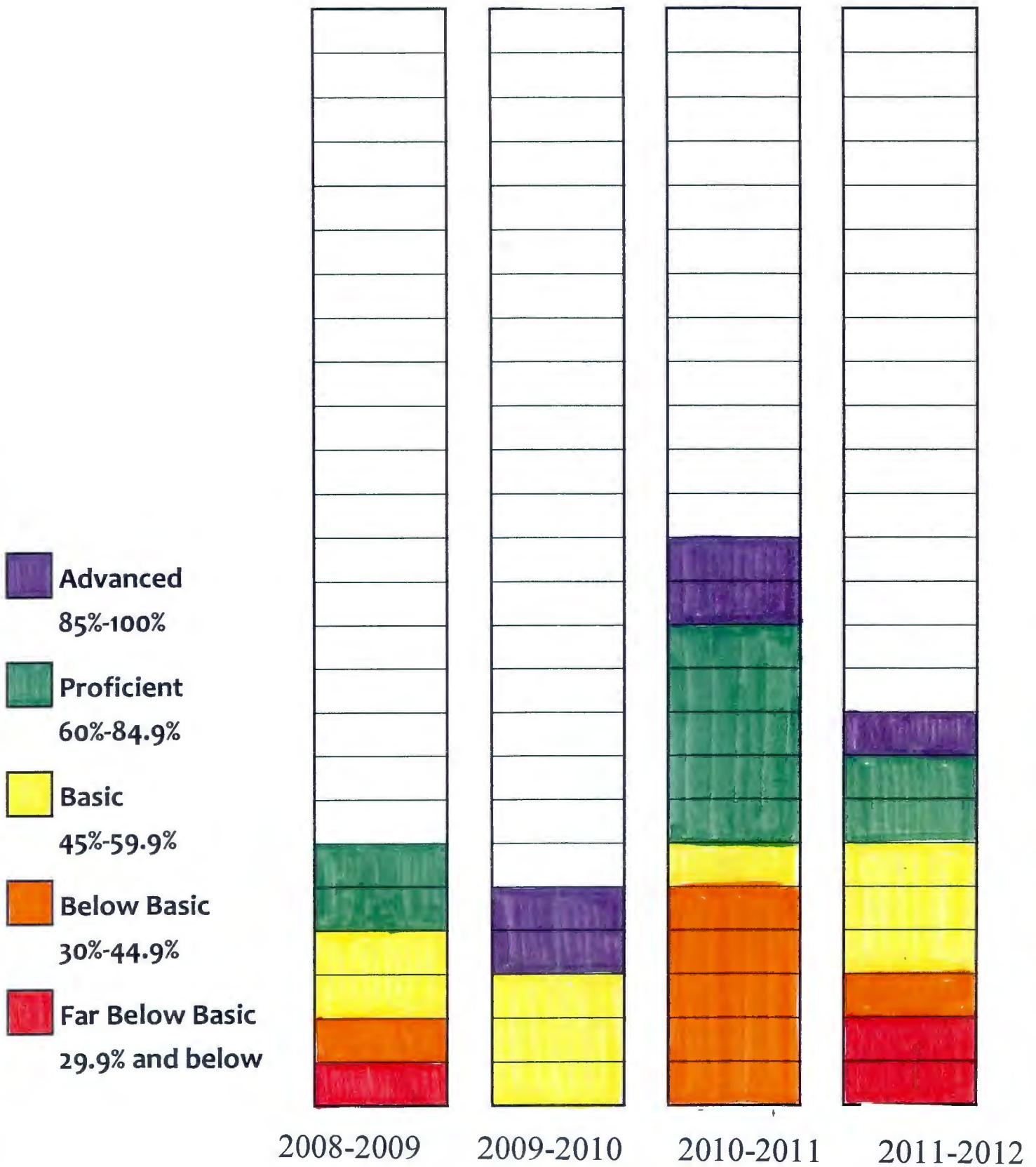
2008-2009

2009-2010

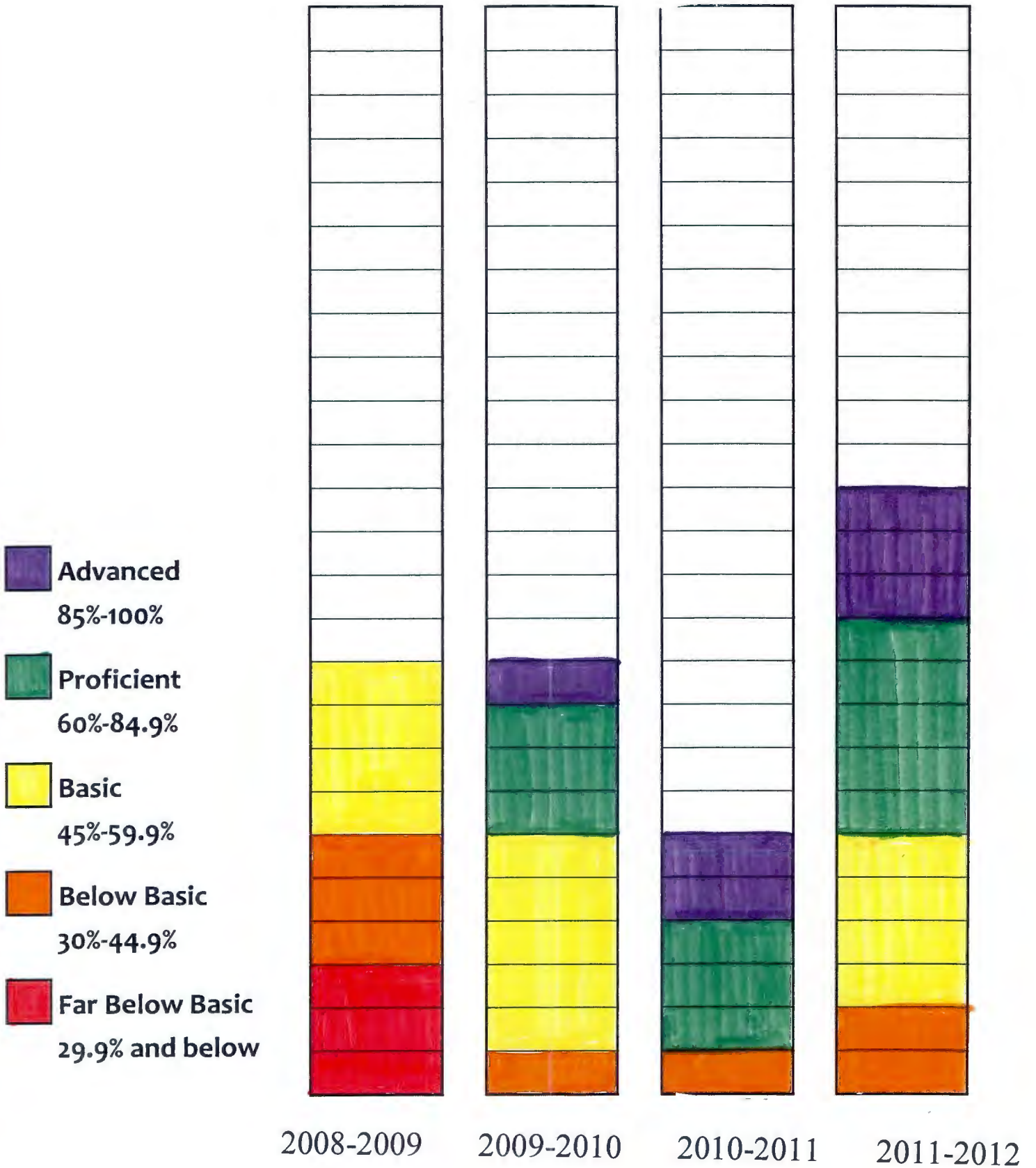
2010-2011

2011-2012

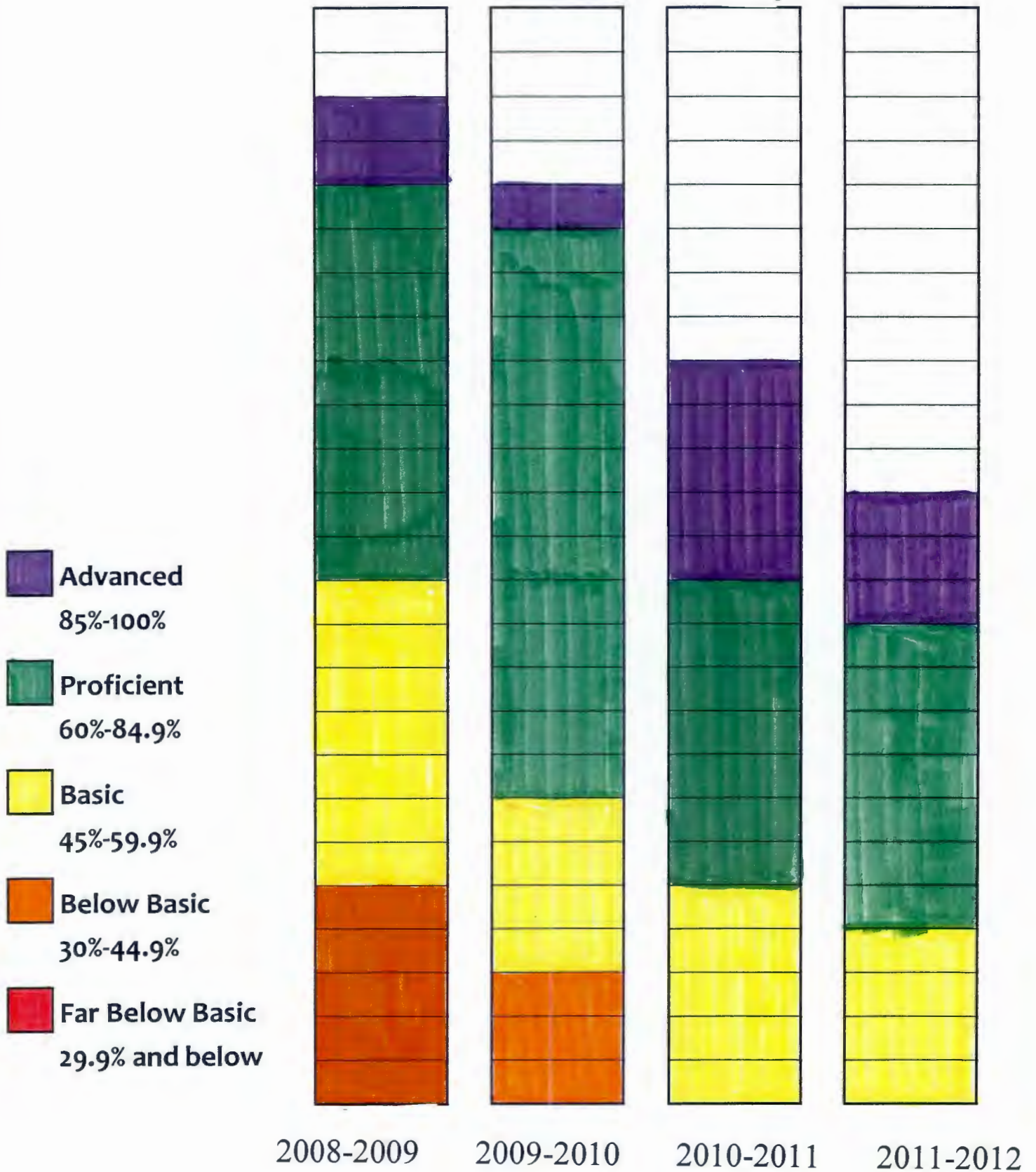
4TH GRADE ELA CST DATA



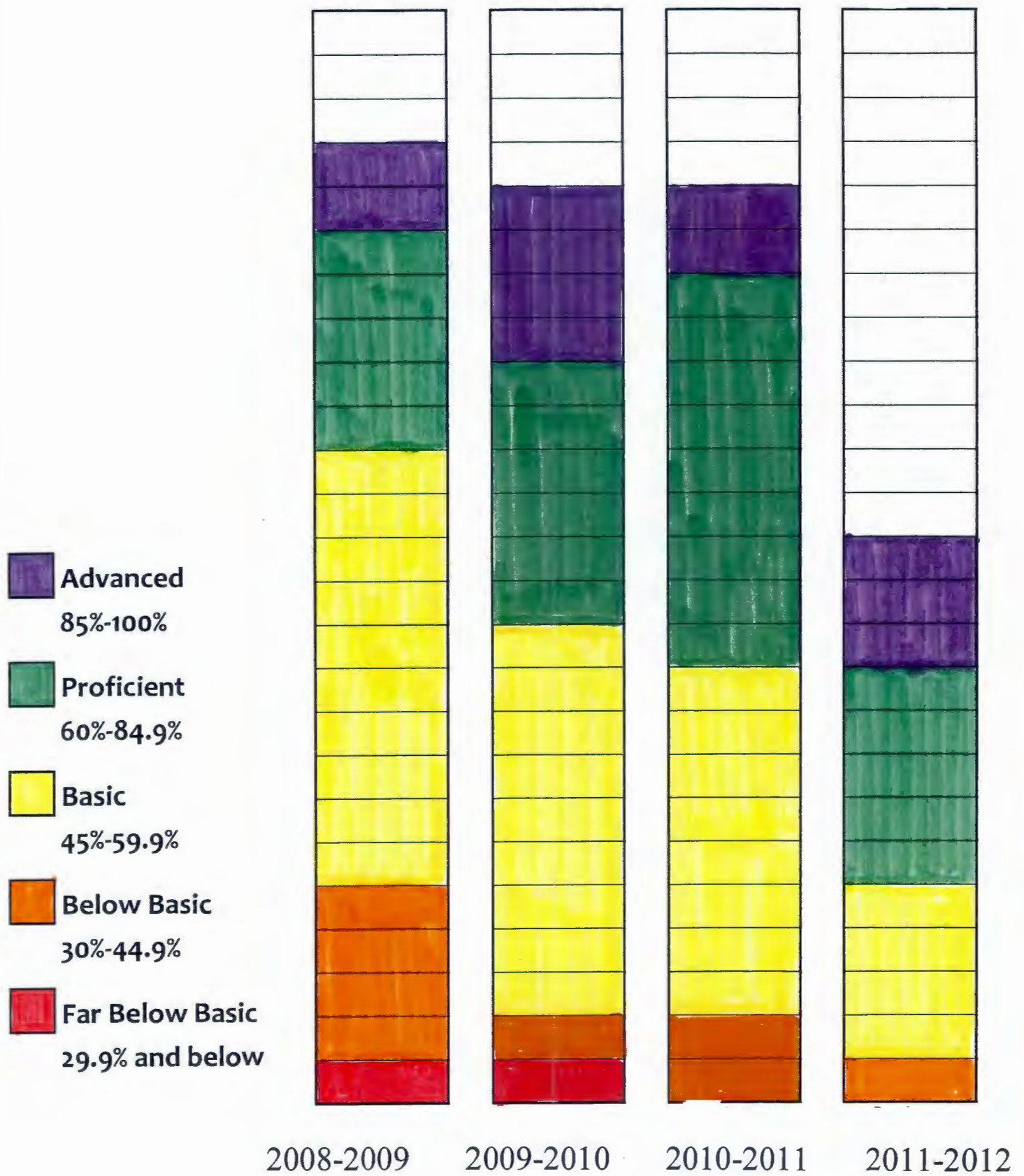
5TH GRADE ELA CST DATA



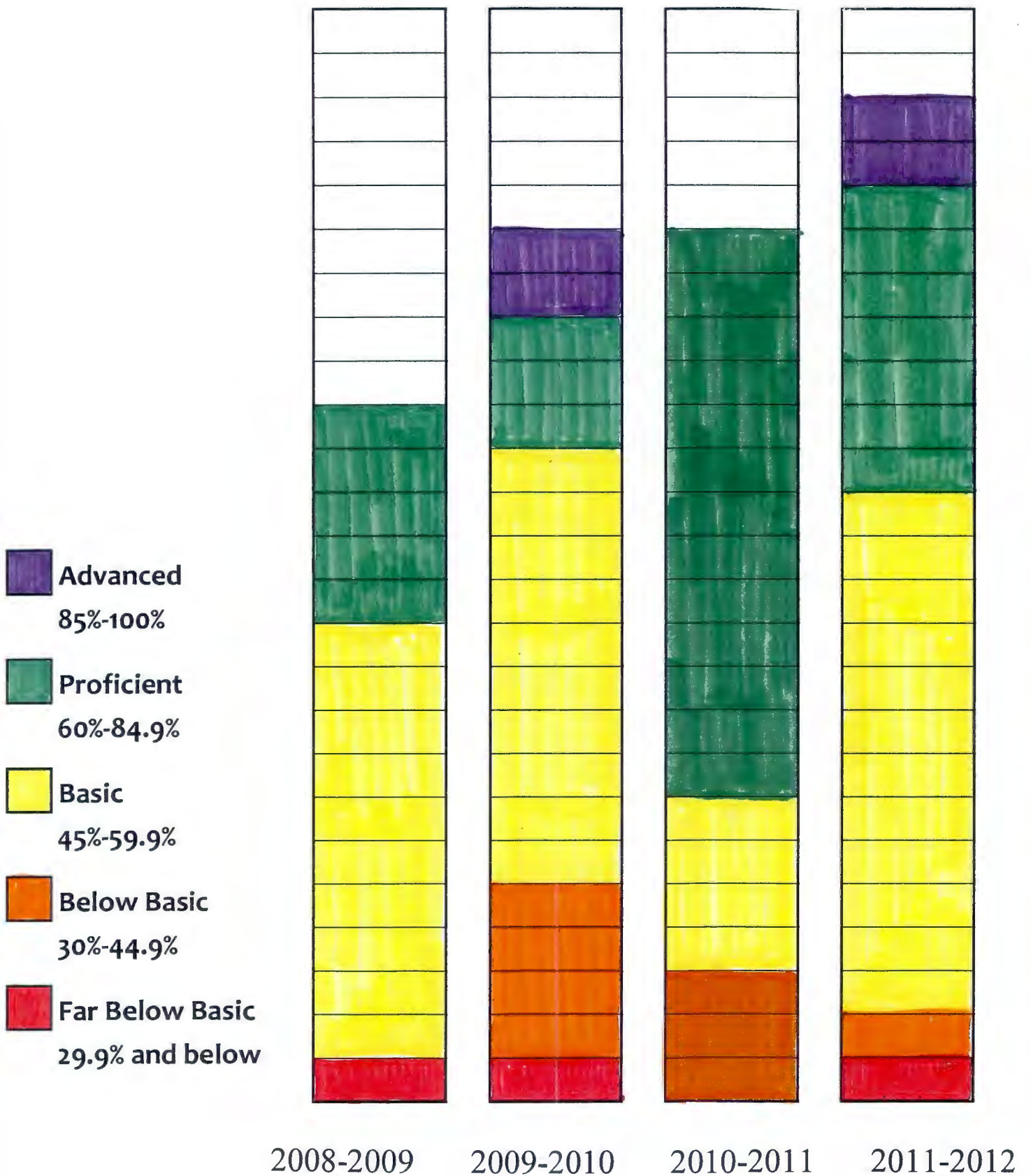
6TH GRADE ELA CST DATA



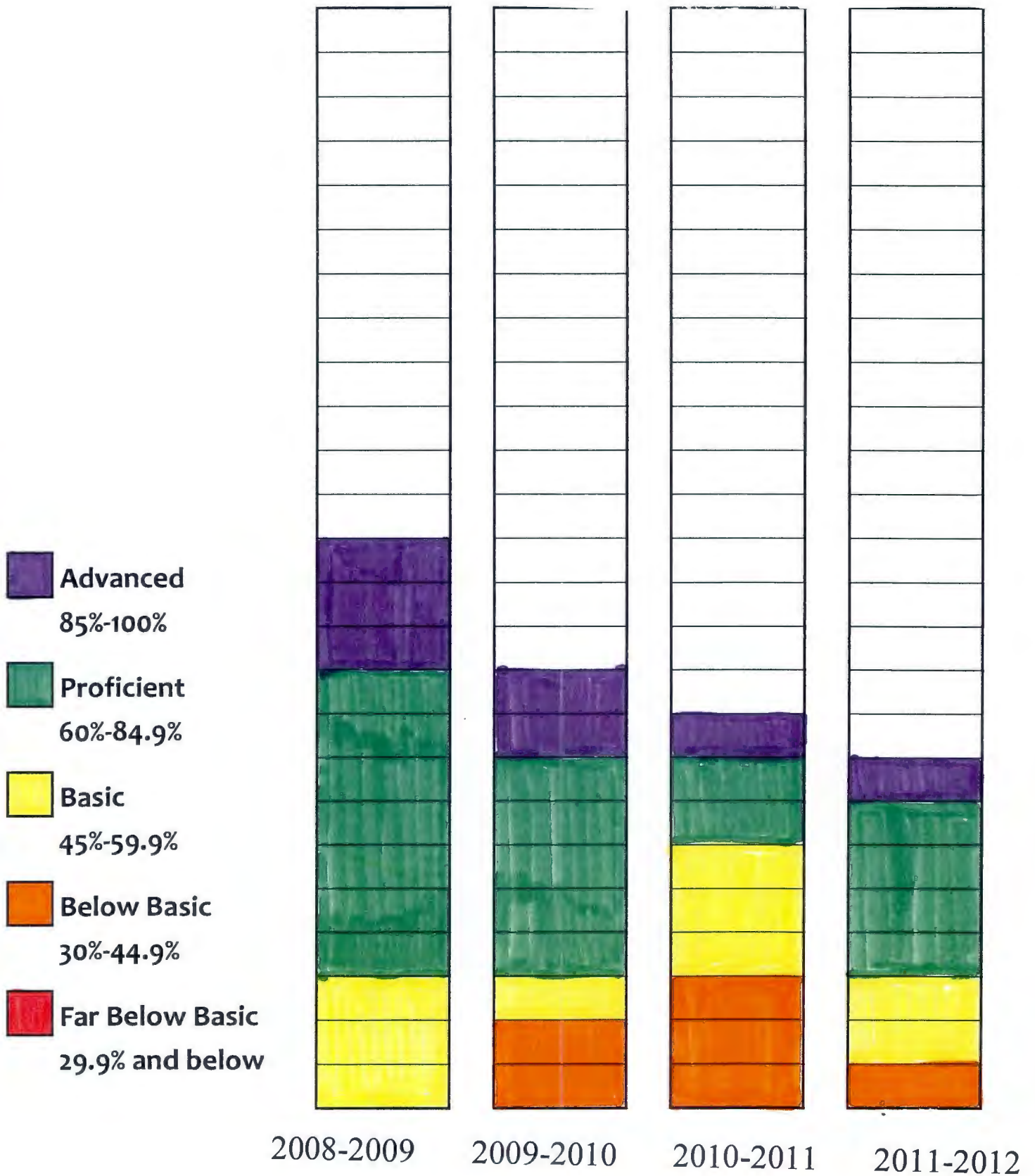
7TH GRADE ELA CST DATA



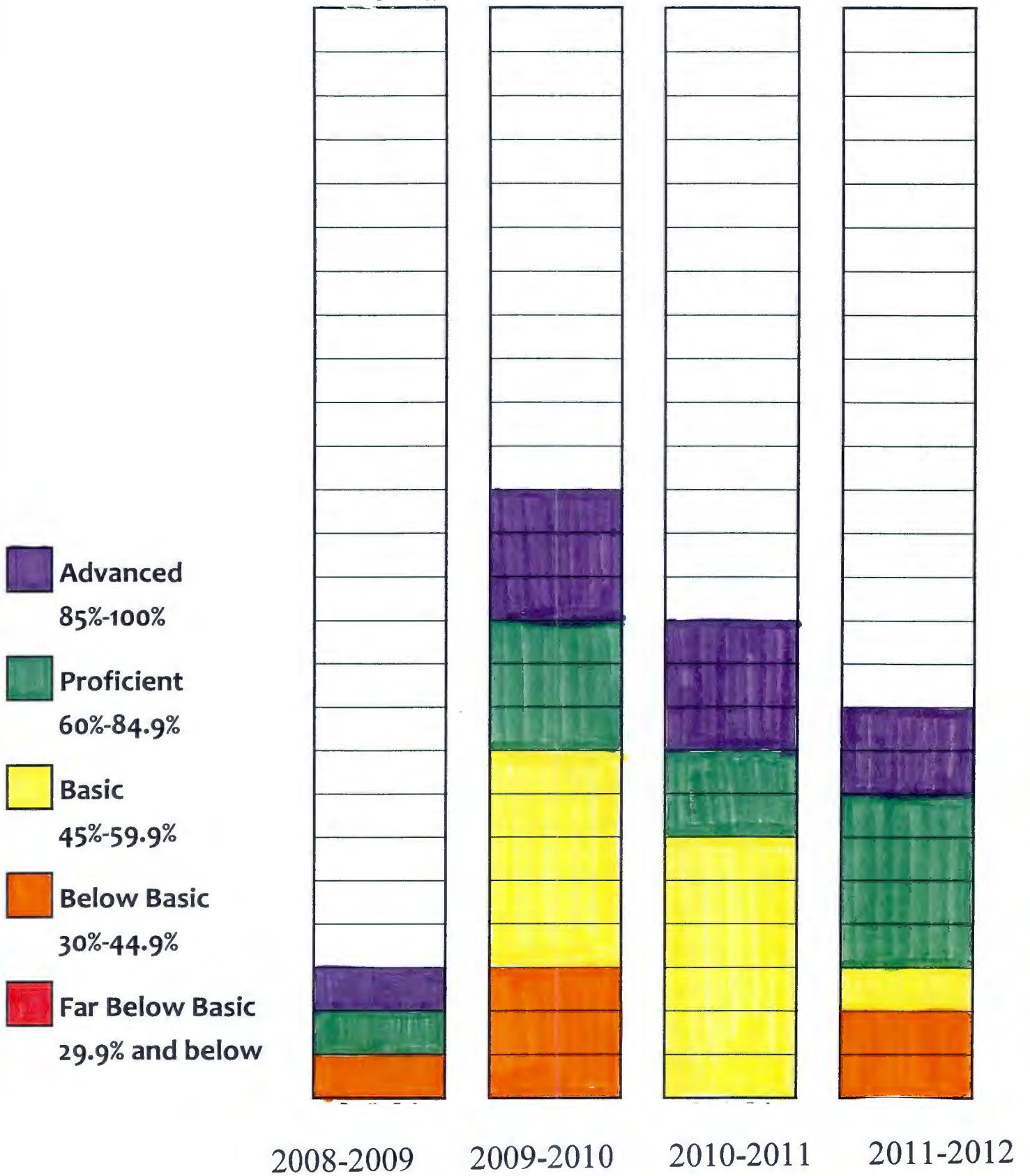
8TH GRADE ELA CST DATA



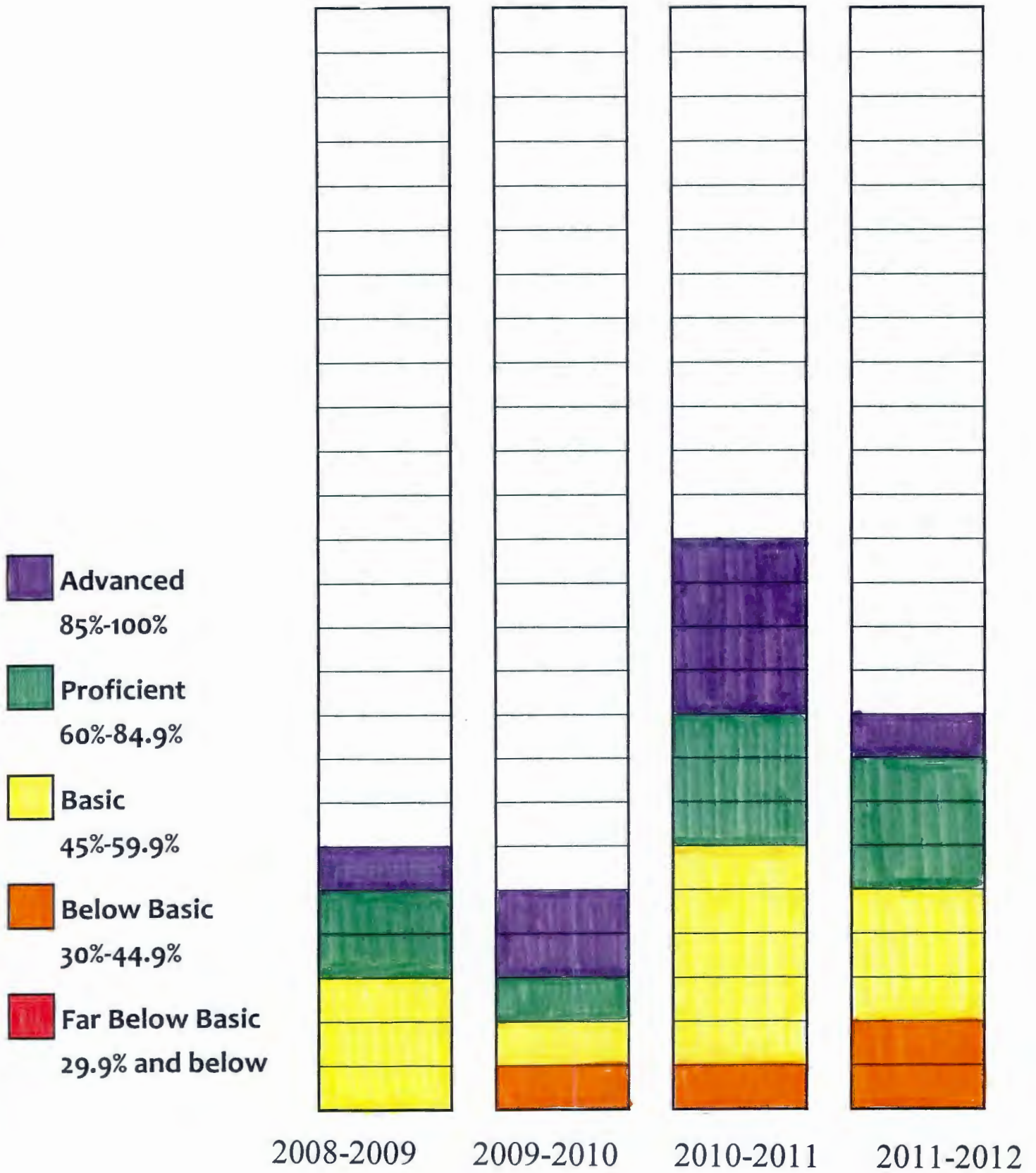
2ND GRADE MATHEMATICS CST DATA



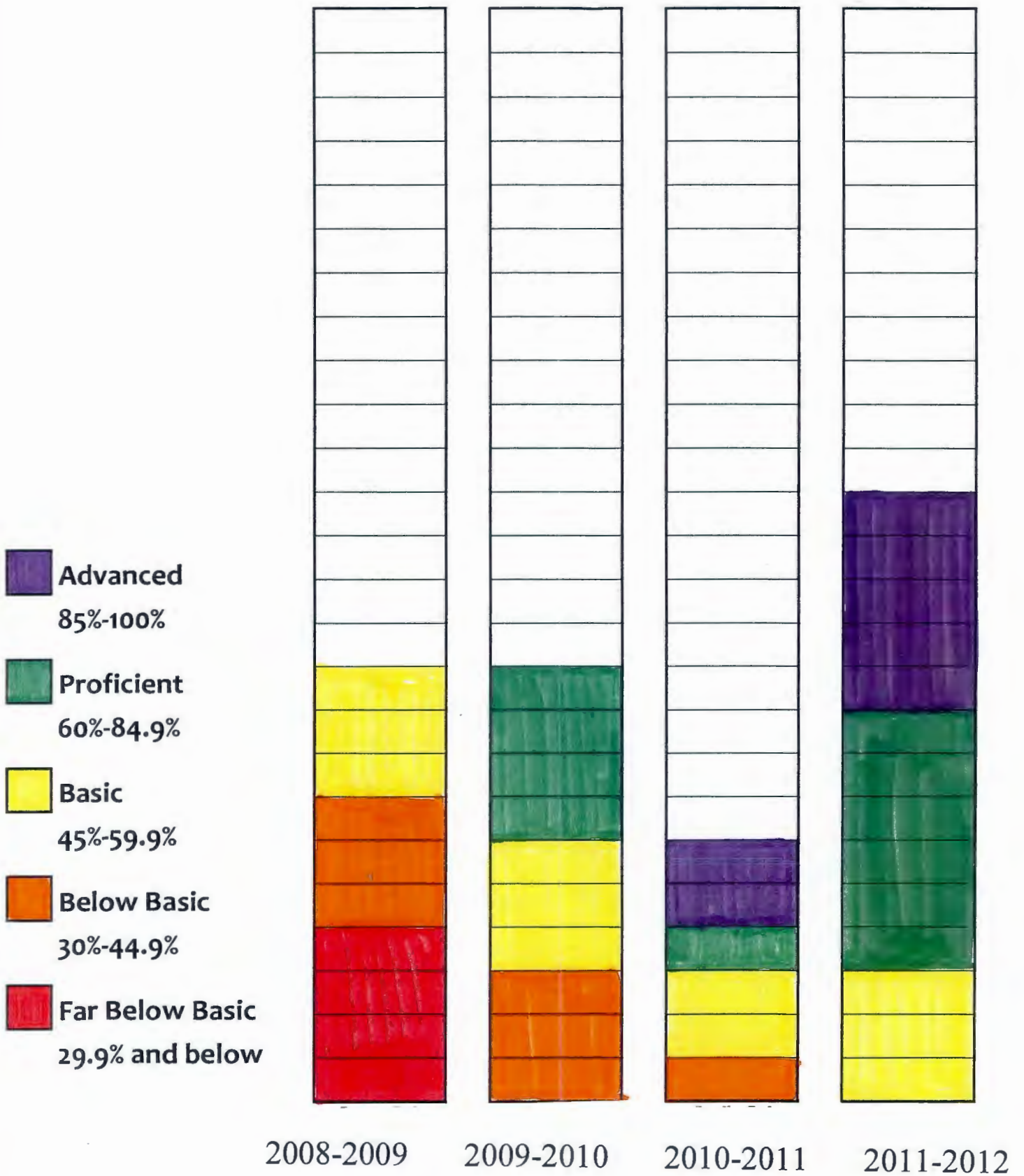
3RD GRADE MATHEMATICS CST DATA



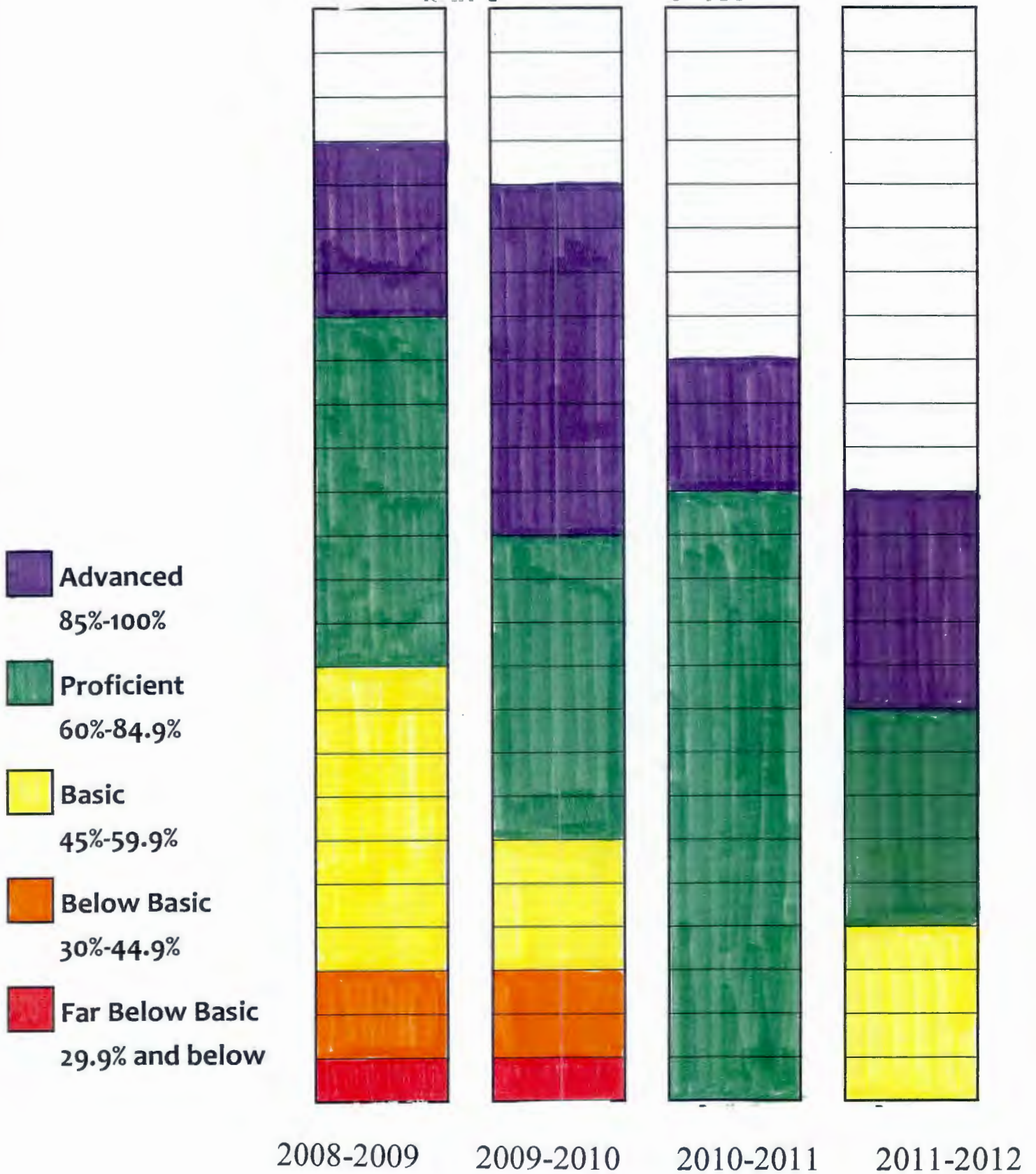
4TH GRADE MATHEMATICS CST DATA



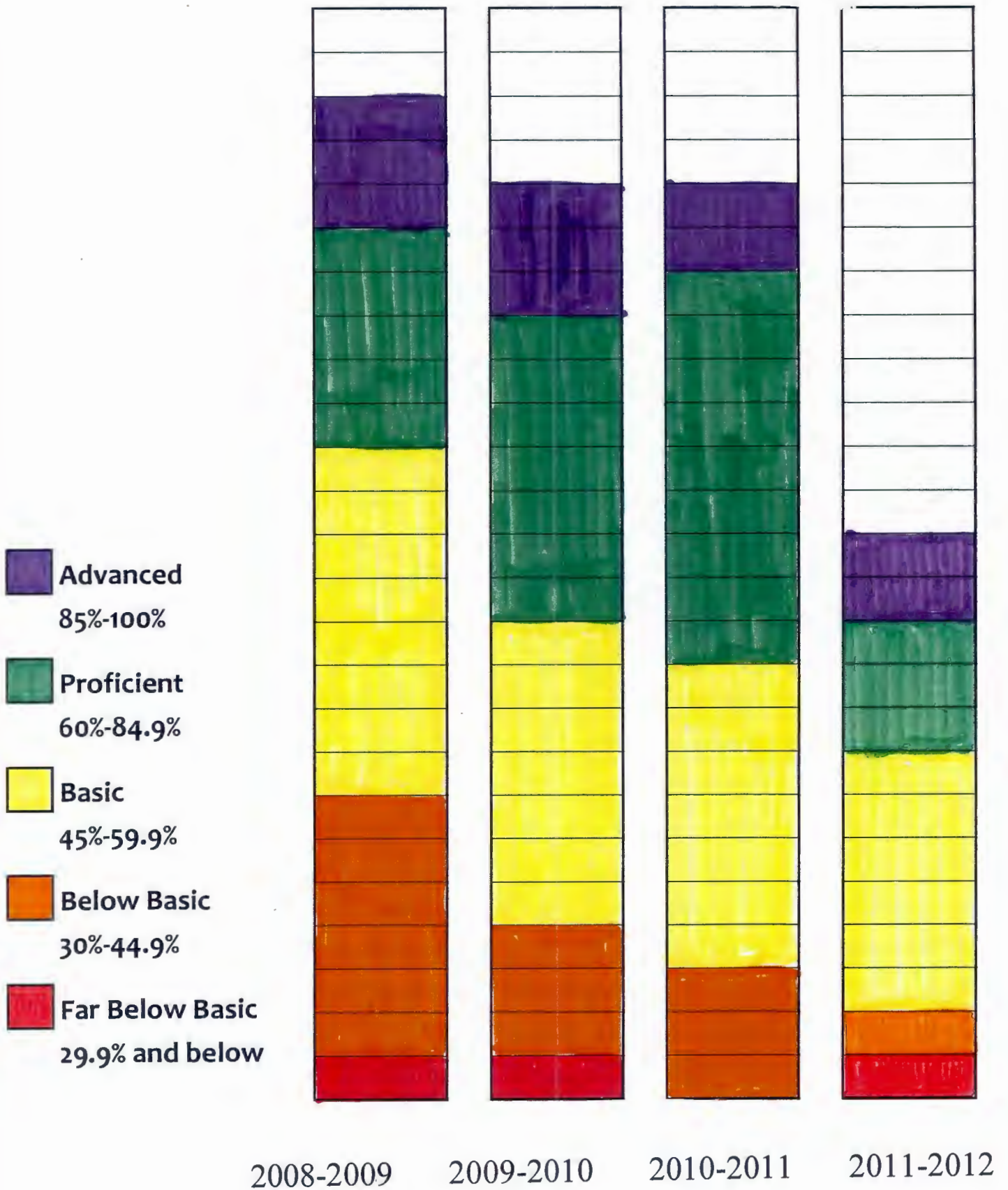
5TH GRADE MATHEMATICS CST DATA



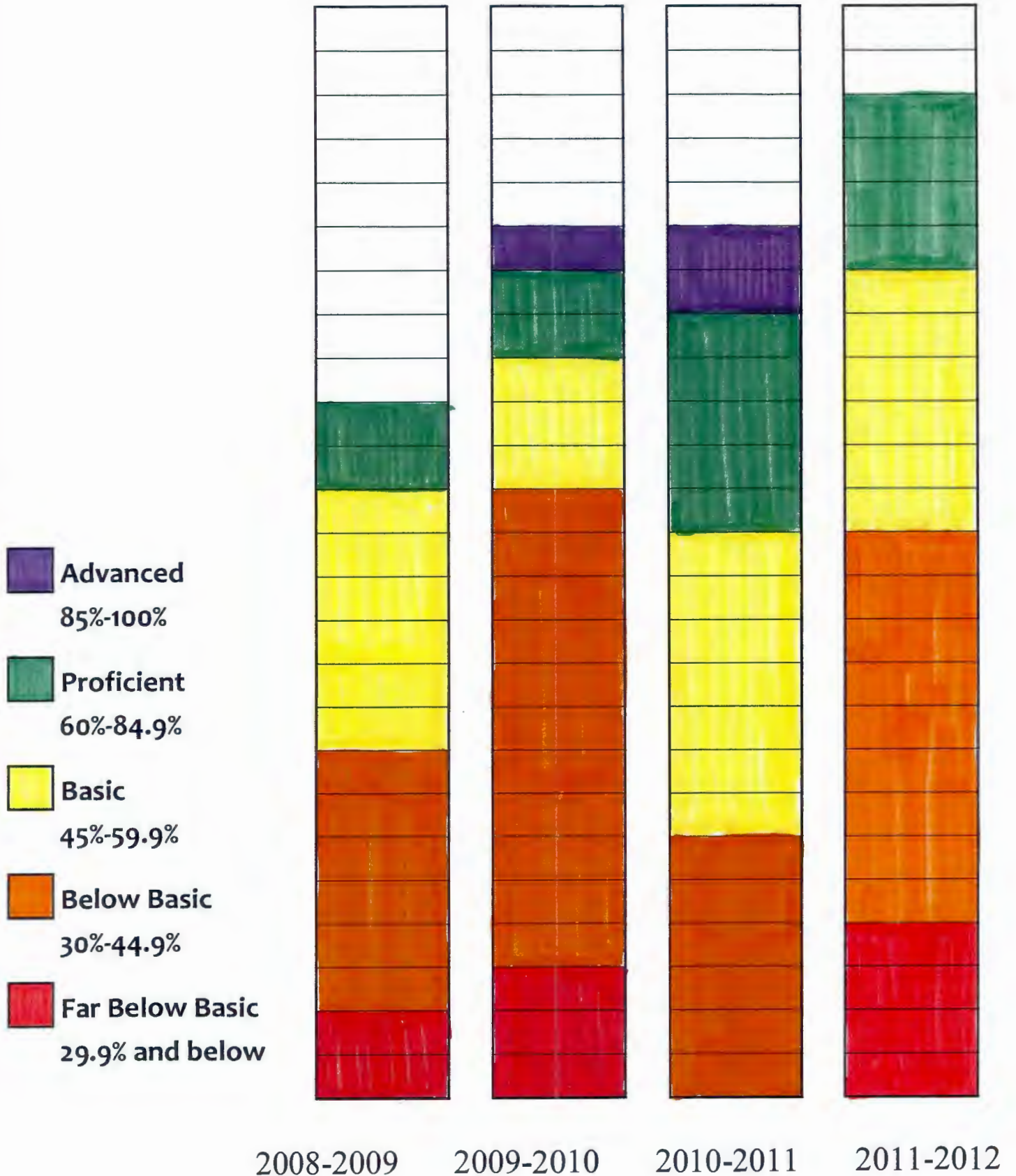
6TH GRADE MATHEMATICS CST DATA



7TH GRADE MATHEMATICS CST DATA



8TH GRADE MATHEMATICS CST DATA



APPENDIX C

**INDIVIDUALIZED LEARNING PLAN
SCHOOL YEAR 2012-2013**

August 2012

Student Name: Harold Jones

Grade: 3

Focus Area: Language Arts

Harold scored 45% on his English Language Arts Benchmark Assessment in August 2012 and is currently reading 82 words per minute.

Method: Harold will be given a sight word list to practice for homework and during tutoring.

Suggestions: Tutoring; practice sight words for homework; practice in small groups during class

Target Goal: Harold will be able to read and spell his sight words from his 2nd grade sight word list with 55% accuracy.

Timeline: October 2012

Focus Area: Math

Harold scored 40% on his Math Assessment in August 2012.

Method: Harold will practice working on his addition facts using flashcards during class.

Suggestions: practice addition facts in small groups during class; tutoring

When given 10 double-digit addition problems, Harold will be able to solve the problems independently with 50% accuracy.

Timeline: October 2012

Focus Area: Social

I would like to see Harold participate more during class discussions.

Update:

October 2012

Harold has shown improvement in his oral fluency, reading comprehension and math since August 2012. Harold is currently reading 90 words per minute and scored 56% on Part II of his English Benchmark Assessment. He scored 45% on Part II of his math assessment.

January 2013

March 2013

End of School Year Comments

APPENDIX D



2012 SUMMER URBAN BOOT CAMP FOR EDUCATORS

July 23-27, 2012

Day One, Monday, July 23

Session 1.1

8:30 - 8:45

Welcome

Opening Session: During this session, the participants will be given an overview of the week's event. Staff and facilitators will also be introduced. The concept of flipped instruction is introduced, as well as how it can change how students learn and teachers teach.

Introduction to Urban Boot Camp

Introduction to Keynote Speaker: Ramsey Musallam

Session 1.2

8:45 - 11:45

A New Paradigm: *Blended Instruction*

Technology and classroom instruction are not mutually exclusive. How students learn and how teachers teach must change to meet the demand for preparing for the 21ST Century. A model for meeting our students needs and preparing them for the *now* is the paradigm of flipped instruction, including:

Keynote:

Ramsey Musallam

- theory and fundamentals
- new teacher paradigms around instruction
- re-thinking Bloom's Taxonomy
- new instruction design for the classroom
 - Place for application
 - Validation
 - Differentiation
- formats for out of class instruction
- connection to standards and Common Core
- accountability
 - Just-in-time teaching

Lunch

11:45 - 12:30

Enjoy and socialize

Session: 1.3

12:30 - 2:00

Digital Tools for Teaching and Learning: *Flipping Basics* Part 1

Teachers attending this session will be introduced to basic technology tools that can be used to support flipped instruction.

Outcomes: Participants will :

- participate in a discussion on when to flip instruction
- learn to use *LiveBinders*, a 3-ring binder (instant website) that is browser based
- learn to use Animoto, a browser-based interactive slideshow presentation platform
- learn to use and create an instructional Screen Casting for capturing instruction

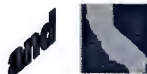
Break

2:00 - 2:15



TECH CAMP FOR EDUCATORS, July 18 - 20, 2012

Day One, Wednesday, July 18	
Session 1-1	8:30 - 8:45
Welcome	<p>During the opening session, participants will be given an overview of the week's events. Staff and facilitators will also be introduced. The concept of flipped instruction is introduced, as well as how it can change how students learn and teachers teach.</p> <ul style="list-style-type: none"> • Welcome • Overview of Tech Camp • Introduction of staff • Video of 21st century students "The Shift"
Session 1-2	8:45 - 10:00
<p>Introduction to <i>Google for Educators</i></p> <p>Presenter:</p> <p>Mark Hammons, Educational Consultant and Certified Google Trainer</p>	<p>In this intense session, teachers will be guided through the <i>Google for Educators</i> platform. <i>Google</i> has designed browser capability and storage capacity to meet the needs for 21st century skills in education. Teachers will learn how to navigate <i>Google Docs</i> as a place for out-of-class collaboration, communication, creative and critical thinking. Participants will also learn how to create a <i>Google Spreadsheet</i> and <i>Google Forms</i> as a medium for increasing accountability and collecting student data efficiently.</p> <p>Outcomes: Participants will:</p> <ul style="list-style-type: none"> • Navigate <i>Google Docs</i> • Create a <i>Google Form</i> and attach it to a <i>Google Spreadsheet</i> • Create tests using <i>Google Forms</i> • Collaborate with a partner using <i>Google Docs</i>
Break	10:00 - 10:15
Session 1-2	10:15 - 12:00
....continued <i>Google for Educators</i> continued
Lunch	12:00 - 1:00
	Enjoy and socialize
Session 1-3	1:00 - 3:00
<p>A New Paradigm: <i>Blended Instruction</i></p> <p>Presenter:</p> <p>Connie Davidson</p>	<p>Teachers attending this session will be introduced to the Gee's brain game theory as a medium for teaching and learning in order to gain a clearer understanding of technology as a teaching and learning tool. They will begin to formulate responses to the question, "Why now?"</p> <p>Participants will also leave session with an <i>implementation plan for action</i>.</p> <p>Outcomes: Participants will:</p> <ul style="list-style-type: none"> • Participate in a discussion on when to flip instruction • Discuss Common Core technology expectations • Be introduced to Gee's game-theory and mastery • Create a technology implementation plan • Formulate a paradigm for flipping instruction



TECH CAMP FOR EDUCATORS, July 18 - 20, 2012

Day Two, Thursday, July 19	
Session 2-1	8:30 - 8:45
Welcome	<ul style="list-style-type: none"> • Morning check-in and Welcome by Dr. Connie Davidson • Overview of the day and outcomes • Implementing the tools in creating a flipped lesson • Video of 21st century students "The Shift"
Session 2-2	8:45 - 9:45
The Importance of <i>Digital Literacy</i> in the 21 st Century Classroom	<p>This introductory session focuses on the influence of Common Core on teaching and learning. Teachers will leave this session understanding the important relationship between Common Core and Digital Literacy in the classroom and the role of technology for full comprehension of such literacy in the 21st century.</p> <p>Outcomes: Participants will:</p> <ul style="list-style-type: none"> • Understand how Common Core Standards promote digital literacy • Experience a Google Doc and data retrieval
Break	9:45 - 10:00
Session 2-3	10:00 - 11:45
Designing for <i>Flipped Instruction</i> Presenter: Cherylynn Moody	<p>This how-to session focuses on the nuts and bolts for creating a flipped lesson using Google Docs, screen-capture software, and You Tube. Teachers will experience the power of integrating video technology into literacy and visual analysis.</p> <p>Outcomes: Participants will:</p> <ul style="list-style-type: none"> • Learn how to screen-capture a PowerPoint • Understand how to use Google Docs in flipping instruction • Experience a flipped lesson • Learn how to construct a flipped lesson using <ul style="list-style-type: none"> ○ Screen Casting ○ You Tube uploading ○ PowerPoint ○ Google Doc ○ Wordle • Discuss implementation, challenges, and uses for Flipped instruction in the classroom
Lunch	11:45 - 12:45
	Enjoy and socialize
Session 2-3	12:45 - 1:45
....continued <i>Designing for Flipped Instruction</i> continued
Session 2-4	1:45 - 2:45
Acceptable Use Policy Presenter: Connie Davidson	<p>Introducing the internet into an educational environment requires students to use the tools responsibly. This session will address the issues of Acceptable Use Policies (AUP) and Digital Citizenship.</p> <p>Outcomes: Participants will:</p> <ul style="list-style-type: none"> • Discuss acceptable use regarding liabilities and copyright issues • Connect to common use sites



TECH CAMP FOR EDUCATORS, July 18 - 20, 2012

Day Three, Friday, July 20	
Session 3-1	8:30 - 8:45
Welcome	<ul style="list-style-type: none"> • Morning check-in and Welcome by Dr. Connie Davidson • Overview of the day and outcomes • Evaluation and Certification
Session 3-2	8:45 - 11:45
<p><i>Google Website revisited</i></p> <p>Presenter: Cherylynn Moody</p>	<p>Website and social networks are part of the fabric of the 21st century. Information is disseminated and gleaned from these venues. Teachers will learn how to create and implement a Google website as a vehicle for classroom communication.</p> <p>Outcomes: Participants will:</p> <ul style="list-style-type: none"> • Create a <i>Google website</i> • Practice navigating the side-bar, adding images, and maps • Learn about gadgets • Uploading documents to the web
Lunch	11:45 - 12:45
	Enjoy and socialize
Session 3-2	12:45 - 2:00
.....continued <i>Google Website revisited</i> continued
Session 3-3	2:00 - 2:30
Closing and Evaluation	<p>Teachers will complete an evaluation</p> <p>and</p> <p>Receive their Certificate of Completion</p>



Session 1.4

2:15 - 3:00

Introduction to
Digital Story Telling
Project

Cognitive structures are the basic mental processes people use to make sense of information: comparative thinking, symbolic representation, and logical reasoning. Creating digital production provides access to all three structures. *Digital Storytelling* is one project-based instrument that moves beyond the paper driven narrative to one involving music, sound effects, animation, video captions, narratives and images, and publication. Each teacher will be expected to create a digital story.

This session will introduce the project and technology, and provide the framework for the learning throughout the week.

Outcomes: Participants will:

- become familiar with the UBC Digital Story Telling Project
- find members for their creative team

Day Two, Tuesday, July 24

Session 2.1

8:30 - 8:45

Welcome

Good Morning!
Overview of day

Session 2.2

8:45 - 10:00

Edmodo
for
Educators

Edmodo is an educational platform that provides a universal access portal for supporting teaching and learning digitally. The Edmodo portal supports collaboration, communication, critical-thinking, and creativity—essential Common Core skills. Participants will learn the basics about Edmodo and how to use and integrate its collaborative formats essential for creating a 21st century classroom.

Outcomes: Participants will:

- learn how to navigate *Edmodo*.
- create groups
- create a document, which will be shared, and edited collaboratively.
- create a test for student assessment.
- learn how to attach images to documents.

Break

10:00 - 10:15

Session 2.3

10:15 - 11:45

Lesson planning
for the
Flipped Classroom

Flipping instruction requires teachers to think about what and how students learn. This session will equip teachers to look at lesson planning from a lens where instructional practices can be supported through flipping technology.

Outcomes: Participants will:

- understand how to align lesson from implementation to standards mastery
- how to script instructional video
- how to use Screen-casting and videos to create instructional videos

Session 2.3



.....continued

- embedding accountability and checks for understanding
- discuss how to restructure the classroom to:
 - using *Wordle* for implementing just-in- time teaching
 - review homework
 - apply concepts and skills
 - validating instruction with in-class practice

Lunch

11:45 - 12:45

Enjoy and socialize

Session 2.4

12:45 - 2:15

Digital Tools
for Teaching and
Learning

Part 2

Building a digital environment requires tools and planning. Participants will leave this session with understanding of how to create an environment where students and teacher exchange information digitally. Teachers will practice how to use these instructional tools for delivering information and as a means for students to produce evidence of their understanding.

Outcome: Participants will learn:

- to use *You Tube for Teachers* as a video platform for teaching, learning, and publishing

Session 2.5

2:15 - 3:00

Digital Project:

Teacher Prep Time

Participants will be designing the project and selecting tools and will be given ample time to work on their project with their team members.

Outcomes: Participants will:

- organize projects using *Award Winning Digital Storytelling*
- brainstorm ideas for the script

Day Three, Wednesday, July 25

Session 3.1

8:30 - 8:45

Welcome

Good Morning!

Quick overview of day.

Session 3.2a and
B

8:45 - 11:15 and 12:15-3:00

Organizing for
Project Based
Learning:

*Using Claymation
for Digital
Storytelling*

In this session, teachers will become students in order to understanding how to teach students. Teachers will be instructed in how to organize and implement projects using the *Ten Step Plan for Building a Digital Story*.

This session is off-site and will be taught by Ms. Atiba Thomas, an accomplished local and international artist and art teacher, at East Oakland Leadership Academy.

Outcome: Participants will:

- work in a problem-based learning environment to create a *Claymation* story video

Session 3.2a



.....continued

- learn to storyboard
- create/shoot visuals using mobile-device
- Learn how to organize and manage students and the materials for projects in their classroom.
- Understand how to connect projects to curriculum standards.

It is important that teachers bring their smart phone, iPads, or other picture-capturing device for this session.

This session will be repeated as Session 3.2b in the afternoon.

Break

10:00 - 10:15

Return to Mills College

Session 3.3a and b

8:45 - 11:15 and 12:15-3:00

Using *animation*
For
input and output:

In this session participants will learn and use the digital tools for supporting their digital story project. Teachers will learn how to integrate art as a vehicle of giving instruction and demonstrating learning. Participants will learn how to use *Kid Pix 3D* Software by MacKiev.

Presenter:

Outcomes: Participants will learn:

MarcAllen Bland

- How to prepare story boards for visual and animation projects.
- How to use *Kid Pix* animation platform.
- Practicing scripting and using screen-casting to create instructional video.
- How to use browser-based *audacity* for recording audio.
- Acquire some tips on editing and formatting.

Participants will have time to work on and select tools for their digital storytelling projects.

This session will be repeated as Session 3.3b in the afternoon.

Lunch

11:15 - 12:00

Enjoy and socialize



Day Four, Thursday, July 26

Session 4.1

8:30 - 8:45

Welcome

Welcome and Good Morning!
Overview of day

Session 4.2

8:45 - 10:00

Learn about:
iMovie and
Movie Maker

Gain an understanding of video editing using a MAC or PC. Participants will learn how to use editing tools to create movies and videos.

Presenters:
Mike Slade
and
John Ittelson

Outcomes: Participants will:

- learn how to use MAC iMovie and PC Movie Maker
- import material from mobile devices
- edit video and images to create own video

Elective Sessions

Teachers may select from these one hour sessions:

Sessions 4.3a & b

10:15 - 11:15 and 11:30 - 12:30

a

KQED/PBS Online Education.* Presenter: *Almetria Vapa

In this session teachers will learn about the wealth of information and resources available to educators. Almetria will share her favorite sites and answer questions about *KQED* for educators.

b

Google Scholar, Google Alerts and Google Books.* Presenter: *Cherylynn Moody

Teachers may revisit of how to navigate *Google Scholar*, *Google Alerts*, and *Google Books*. Teachers will learn how to filter searches, for reading levels, acceptable use, and veracity.

Lunch

12:30-1:15

Enjoy and socialize

Session 4.4

1:15-3:00

Video Editing
Lab

Teachers will work on creating their story telling project. Faculty will be available to help provide instruction and support in using the editing tools in this laboratory setting.

Supporting Faculty:

- Michael Slade
- Cherylynn Moody
- Connie Davidson



Day Five, Friday, July 27

Session 5.1

8:30 - 9:30

Acceptable Use
Policy:
Presenters:
Connie Davidson
&
Cherylynn Moody

Introducing the internet into an educational environment requires students to use the tools responsibly. This session will address the issues of Acceptable Use Policies (AUP) and Digital Citizenship.

Outcomes: Participants will:

- discuss acceptable use regarding liabilities and copyright issues
- connect to common use sites

Session 5.2

9:30 - 11:30

Digital Project:

*Teacher
Prep Time*

Participants will use this time to complete their projects and prepare for presentation.

Digital Stories will be showcased and entered into the Digital Storytelling Awards Competition.

Prizes will be awarded.

Session 5.3

11:30 - 12:15

Gallery of Projects
and
the Red Carpet

Participants will share their digital story projects

12:15 - 2:00

Class Picture
Lunch
and
Closing Ceremonies

12:15: Class Picture

During lunch, participants will complete evaluations and receive their certificate of completion.

APPENDIX E

East Oakland Leadership Academy

Teacher Name: Ijeoma Emeh

Grade: 3

January 2012 English Language Arts Benchmark Results 2011-2012							
Student Name	Word Analysis	Reading Comprehension	Literary Response & Analysis	Writing Strategies	Written Conventions	Total # of Questions	Percentage
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
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19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

East Oakland Leadership Academy

Teacher Name: _____ Grade: _____

January 2012 Math Benchmark Results 2011-2012

Student Name	Sense/Place Value, Fractions, and Decimals	Sense/Addition, Subtraction, Multiplication &	Algebra & Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability	Total # of Problems	Percentage
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
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25							
26							
27							
28							
29							
30							

APPENDIX F

E.L.A. -SMART GOALS: _____ Grade Class
Create S.M.A.R.T. Goals



- **Measurable Baseline:** _____ %

- **Measurable Target:** _____ %

- **Specific Time Frame** _____ **2012**

- **Specify what is being taught:** _____

- **Specify method of Assessment:** _____

- **Focus areas that guide future action needed to reach learning target:** _____

MATH -SMART GOALS: _____ **Grade Class**
Create S.M.A.R.T. Goals



- **Measurable Baseline:** _____ %

- **Measurable Target:** _____ %

- **Specific Time Frame** _____ **2012**

- **Specify what is being taught:** _____

- **Specify method of Assessment:** _____

- **Focus areas that guide future action needed to reach learning target:** _____

APPENDIX G

APPENDIX H

**APPENDIX H- ARTICLES OF INCORPORATION
AND BY LAWS**

MAR 19 2001

BILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF
EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be: East Oakland Leadership Academy.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the East Oakland Leadership Academy (a California public school).

The Corporation is organized and operated exclusively for charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Phillip Murray
7 Park Center Drive
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

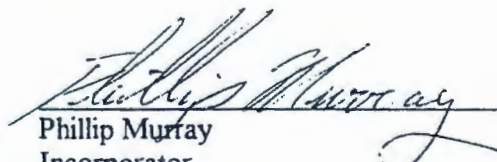
V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 3-19-2001


Phillip Murray
Incorporator

BYLAWS
OF
EAST OAKLAND LEADERSHIP ACADEMY, INC.
(A California Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is : EAST OAKLAND LEADERSHIP ACADEMY, INC.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation will be in Alameda County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the East Oakland Leadership Academy (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the

Board—

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. All directors shall be designated by the existing Board of Directors.

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Laura Armstrong	2003
Alan Foss	2003
Sylvia Thomas	2003
Johnnie Riley	2003
Donald Stoneham	2003

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of

this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. DIRECTORS TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The chairman of the Board of Directors or, if none, the President may appoint a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; (e) disenrollment from East Oakland Leadership Academy of student or students of a parent serving on the Board of Directors; and (f) termination of employment with the charter school.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the

affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
- (d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

--- Section 15. --- ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the second Thursday of each month at 6:00 p.m. unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the board of directors vote that a situation warranting a special or emergency meeting exists.

Section 17. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to East Oakland Leadership Academy.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 18. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the California

Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- (b) Fill vacancies on the Board of Directors or any committee of the board;
- (c) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the board's direction, may also have a chairman of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article IX, Section 4 of these bylaws.

X Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairman of the board.

Section 3. ELECTION OF OFFICERS. the officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. **PRESIDENT.** Subject to such supervisory powers as the Board of Directors may give to the chairman of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members meetings and, in the absence of the chairman of the board, or if none, at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. **VICE-PRESIDENTS.** If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of an be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction,

the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to Reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any proceeding, as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. Expenses, as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, board, and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by

the members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the East Oakland Leadership Academy, a California non-profit public benefit corporation; that these bylaws, consisting of fourteen (14) pages, are the bylaws of this corporation as adopted by the Board of Directors on Aug 16, 2001; and that these bylaws have not been amended or modified since that date.

Executed on Aug 16, 2001 at Oakland, California.

Helen Seaport

HELEN SEAPORT, Secretary

APPENDIX I- CERTIFICATE OF OCCUPANCY

APPENDIX J- FIRE INSPECTION



San Francisco Fire Protection

05/07/2012

EAST OAKLAND LEADERSHIP ACADEMY
LAURA ARMSTRONG
2614 SEMINARY AVENUE
OAKLAND, CA 94605

RE: Fire Alarm System Testing
For: 2614 SEMINARY AVENUE

Dear Laura,

This is a notice of request for the Fire Alarm Annual Maintenance Inspection at the above location.

By law and fire code, fire alarm system is required to be tested yearly, and the city is now pushing that process. Since the fire alarm is a life safety system, it is important that it is working properly. As your fire alarm monitoring company, we are responsible to make sure your fire alarm system being tested. During the maintenance test, we test all devices connected to the fire alarm system and make sure all connections are good. If you don't have an existing maintenance contract with us, there will be a charge of \$250.00 of the building for the inspection.

To avoid violation from the city, please contact me to schedule an appointment at (415) 282-4288 A.S.A.P. in order for us to do the test in time for you. Should you have any question, please feel free to call me. Thank you for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read "Ellen Chin". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Ellen Chin
Service Department

Performance Report

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

This report is to be submitted to the Board of Education in conjunction with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.

1 What is distinctive about your school?

- Small structured classroom
- Growth from 1 grade level to K-8
- Culture of success
- Safe learning environment
- Tutoring
- Summer School
- Close relationship with community and families
- School Friday folder (open communication)
- Morning circle (community)
- Student of the Week
- Book of the Month
- After-school programs (Chess, Arts and Crafts, Martial Arts, Science Club, Multicultural Club, Drama, Music, Digital Art, Culinary Art, Book Club, Scrapbooking, Poetry, Dance, Movies, Basketball, Flag Football, Games and Recreation)
- Strong school culture
- Martial Arts as physical education

- Dedicated staff
- Teachers are held accountable
- Data-driven instruction
- Successful chess program
- Culturally inclusive curriculum
- Art
- Students have an opportunity to build social and leadership skills through all the programs the school offers
- 10 chapter books read in grade levels 3-8
- Weekly staff meeting
- Summer Boot Camp for teachers and staff (Professional Development)
- Diverse Staff

2 How effective is your school overall?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know

- API scores
- Improved benchmark results
- Parent feedback
- Report cards
- Progress Reports
- Alumni positive feedback
- Parent satisfaction
- Student retention
- Student population size increase
- Wait list for student enrollment
- Cumulative folders

What are its notable strengths?

- Attendance rate
- Parent/community involvement
- High participation in after-school programs
- Art and Karate
- Staff development

What are the main priorities for improvement?

- Create an effective system to monitor and collect data
- Develop professional learning communities (collaboration)
- Maintain high student achievement for all grade levels

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3 How well is the school regarded by its students and parents?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> • Student retention • Student enrollment referrals • Positive parent feedback • Parent involvement • Parent and community donations • Parent and community volunteering 							
<p>What do (a) students and (b) parents most like about the school?</p> <ul style="list-style-type: none"> • Small classroom sizes • After-school program • Nurturing and safe environment (Circle Time) • High academic/behavior standards/expectations • Language accommodation (translation services available) • Easy access/Open communication with staff • Circle Time with entire school 							
<p>What do they feel needs improvement, and what action is being taken?</p> <ul style="list-style-type: none"> • Student leadership Action being taken: EOLA is in the process of putting together a student council consisting of a school president, vice president, secretary and treasurer. • Sports choices Action being taken: EOLA is currently collaborating with Oakland Athletic League (OAL) to give the students an opportunity to have access to various sports activities • Circle Time (more interactive community building strategies utilized) Action being taken: EOLA students are currently facilitating the Morning Circle and the teachers are implementing community building strategies such as book project activities • More outdoor activities for students Action being taken: EOLA has purchased outdoor play equipment and installed a basketball court in the back yard. 							

4 How well do students achieve?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> • API scores • Benchmark Results 							

- Student Behavior
- Parent feedback
- Report Cards
- Student promotion
- Positive comparative student feedback
- Re-designation of CELDT students
- Subgroups (Special Education students) attained high-achievement
- Cumulative Folders (teacher comments)

In which subjects and grades do students do best, and why?

- K/1: Math (based on test results)
 - 2nd: Math (good foundation/background)
 - 3rd/4th: Math (good foundation/background)
 - 5th: Math (less language barrier/academic language)
 - 6th: Math and ELA (task-oriented)
 - 7th: ELA (high fluency)
 - 8th: ELA (high reading fluency)
 - Art: (critical thinking)
 - Martial Arts: Discipline (training of the mind and character)
- Subjects and Grades that students do best → See Appendix (Grade Level Performance)
 - Why? → Small class sizes and cooperative groups are strong contributing factors to student achievement

In which subjects and grades is improvement needed, and what action is being taken?

- ELA (school wide)
 - ✓ Writing strategies
 - ✓ Word Analysis & vocabulary development
 - ✓ Literary Response and Analysis
 - ✓ Reading Comprehension
- Actions being taken: Tutoring, Reading and Test-Taking Strategies (after-school program), Supplemental Instruction (Acellus, Kid-Biz, Catch Up Math)

Is there evidence of differential attainment according to gender, ethnic background, or other grouping and, if so, what action is being taken?

- All subgroups have met target growth.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

- Report Cards
- Progress Reports
- STAR Test results
- Staff Development
- CELDT results
- Small student to teacher ratio
- Student improvement/growth
- Strategic planning to student individual needs
- Promotion rate
- ILP's

Which are the strongest features of teaching and learning, and why?

- Project Learning
- Collaboration among staff
- Integration of technology
- Integration of art
- Integration of Martial Arts (discipline)
- Culturally relevant curriculum
- Promote critical thinking skills
- Professional Development
- Various teaching approaches
- Teacher accountability

Why? The aforementioned are the strongest features of teaching and learning because it promotes academic excellence and high standards of personal and social behavior.

What aspects of teaching and learning most need improvement, and what action is being taken?

- Supporting English Language Learners more efficiently
Action being taken: Teachers have been and will continue to participate in professional development workshops that address the needs of English Language Learners.
- Increase technology implementation
Action being taken: Teachers participated in an intense week long technology workshop in July.
- Differentiation for students
Action being taken: The administrators give recommendations and suggestions. Teachers participate in professional development workshops to learn various strategies to maximize learning for all students.

6 How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

- Employer sponsored professional development

Which are the strongest features of professional development, and why?

- Focuses on the needs of the school's student population
 - Technology Camp
 - Urban Boot Camp
- Why? The aforementioned are strong features of professional development because it gives the teachers the opportunity to improve student-learning outcomes.

How are professional development activities selected and evaluated?

- Administration selects professional development based on teacher professional development plans
- Evaluation is done through surveys

What aspects of teaching and learning most need improvement, and what action is being taken?

- Higher awareness of opportunities for Professional Development
Action being taken: Teachers will be informed of up coming professional development workshops and will have the opportunity to participate in a workshop of their choice.
- Increased feedback from administration
Action being taken: Teachers will have 3 informal and 2 formal evaluations a year.

7 How effective is the assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					
<p>How do you know?</p> <ul style="list-style-type: none"> • API • Benchmark assessments • Project-based lessons • Formal/Informal • ILP's • Report Cards • Teachers emphasize academic performance of students • Chapter/Unit assessments • Formative/Summative assessments • Interactive notebooks • Rubrics • Cumulative Folders • Student Portfolios <p>What are the strongest features of assessment?</p> <ul style="list-style-type: none"> • ILP's created for each student based on student assessment results • Helps teachers identify high-risk students, and refers students to tutoring and supplemental instruction (Acellus, Kid-Biz, Catch Up Math) <p>What aspects need improvement, and what action is being taken?</p> <ul style="list-style-type: none"> • Culturally relevant assessments • Effective writing assessments <p>Action being taken: Teachers will collaborate to come up with culturally relevant and writing assessments that are grade level appropriate.</p> <ul style="list-style-type: none"> • Expose students to academic language used in the state test <p>Action being taken: Teachers will continue to expose students to test language daily. Struggling students will have extra support in test language skills during the after-school program</p> <ul style="list-style-type: none"> • Increase time for teachers to review and evaluate assessment results <p>Action being taken: Teachers will be given extra time to review and evaluate assessments when needed.</p> <ul style="list-style-type: none"> • Increase collaboration among teachers <p>Action being taken: Teachers will be given more opportunities to collaborate and come up with strategies and ideas that promote successful teaching and learning.</p>							

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					
<p>How do you know?</p> <ul style="list-style-type: none"> • Enrollment referral program • Public Advertising • School geographical location 							

- School website

What are the strongest aspects of efforts to a diverse student population?

- School geographical location
- Parent and student enrollment referrals
- Diverse staff

What aspects need improvement, and what action is being taken?

- Updating the website(action being taken →Staff Assignment)
- Community involvement (action being taken →mentors/guest speakers from the community)

9 How effective is the leadership and management of the school?

		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> • Positive student behavior • Administrative support • Open communication • Positive working culture • High administration and staff retention 							
<p>How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?</p> <ul style="list-style-type: none"> • Lesson Plans • Public posting of standards • Informal/Formal Observations • Public posting of daily agendas 							
<p>What steps are taken if school administrators and teachers are not effectively implementing the curriculum?</p> <ul style="list-style-type: none"> • Oral Warning • Written Warning #1 • Written Warning #2 (meeting) • Final Written Warning #3 (meeting) • Discharge (meeting) 							
<p>Which aspects of leading and managing the academic performance of the school work best, and why?</p> <ul style="list-style-type: none"> • Weekly staff meeting • Daily circle • Morning memo • Staff Accountability • Effective communication: E-mail, documents, one-on-one • Staff contact list • Small staff size leads to more collaboration • Small environment <p>Why? The aforementioned aspects work best because it gives the teachers and students the adequate tools they need to be successful in teaching and learning.</p>							
<p>In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?</p> <ul style="list-style-type: none"> • Increase collaboration among teachers Action being taken: Grade level meetings will be implemented once a month as part of our staff professional development. • Technology-based assessments Action being taken: The staff will have access to technology-based assessments through Acellus. 							

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

	5	4	3	2	1	
Excellent		X				Unsatisfactory

Evaluation:

How do you know?

- Parent conferences
- Friday Folders
- Progress Reports
- Back to School night
- Open House
- New student/parent orientation
- Art Exhibitions

Which are the strongest features, and why?

- Parent conferences
- Friday Folders
- Progress Reports
- Back to School night
- Open House
- New student parent orientation
- Student/Parent handbook
- Volunteer opportunities

Why? The aforementioned features provide parents the tools and information they need to be successful when working with their children.

What most needs improvement, and what action is being taken?

- Increased parent involvement
- Strive to develop technological communication with parents
- Increase parent-initiated fundraising

Action being taken: EOLA will begin holding quarterly Parent Action Committee Meetings.

11 How effectively does the school community analyze and use schoolwide data for continuous improvement?

		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> • ILP's • Benchmarks • Student/Class portfolios • Benchmark posters • Report Cards • Progress Reports • Data collection 							
<p>To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?</p> <ul style="list-style-type: none"> • Weekly staff meetings • S.M.A.R.T. goals • STAR test results • Benchmark results • ILP updates 							
<p>Describe how the school is training administrators and teachers to understand and use assessment data.</p> <ul style="list-style-type: none"> • Professional Development • Staff Meetings • Benchmark Templates 							
<p>To what extent are parents and students informed of student performance data individually and school wide?</p> <ul style="list-style-type: none"> • Progress Reports • Report Cards • CA Star Test Results • CELDT results • Friday Folder • Conferences • Weekly communication folders/letters from teachers 							
<p>What most needs improvement, and what action is being taken?</p> <ul style="list-style-type: none"> • Create an effective system to monitor and collect data Action being taken: EOLA has implemented S.M.A.R.T. Goals to effectively collect and monitor data. • Grade-level collaboration Action being taken: Monthly grade level meetings will be implemented during staff professional development. • Intervention strategies Action being taken: Teachers will continue to model, scaffold, and provide performance feedback to ensure that all students are successful in the classroom. 							

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> In-school support (administration and staff) <p>Which are the strongest features, and why?</p> <ul style="list-style-type: none"> Small classroom sizes enables more undivided attention to Special Education students Full-inclusion classrooms Teacher aids, intern teachers, small groups <p>Why? The aforementioned provides effective practices for students to ensure that there is an opportunity for optimal learning.</p> <p>What most needs improvement, and what action is being taken?</p> <ul style="list-style-type: none"> Professional Development focused on Special Education concerns Consistent Special Education support from the district Consistent Special Education resource teacher assigned to site Maintain compliance of IEP requirements by the district <p>Action being taken: EOLA has been provided a RSP and SLP.</p>							

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory

How do you know?

- SST
- Cumulative Folders
- Past performance of students

Which are the strongest features, and why?

- ILP's implemented for each student, which individualizes each student's academic and social goals based on teacher observation and assessment results.
- After-school program
- Tutoring
- Art and Martial Arts

Why? Individual goals will be based on what each student needs. Art, Martial Arts addresses the whole child approach. After-School Program and tutoring provide the students with extra-curricular/hands on activities, as well as extra academic support.

What most needs improvement, and what action is being taken?

- Tools
- Resources
- Support
- Professional Development on addressing the needs of students of the following populations: ELL's, Special Education, & Gifted

Action being taken: Teachers have been and will continue to participate in professional development workshops that address the aforementioned needs.

14 How effective is the governing board of the school?

		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory

How do you know?

- Student achievement is high
- Immediate response to parent concerns
- The school is fiscally sound
- Board members routinely visit site

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Depending on the expertise needed, the board makes recommendations and votes on new board members.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The primary roles of the governing board are to oversee the policies of the school and the school budget. One of the policies that had to be revised was the expulsion process as it relates to procedures and timelines. A new salary schedule was also approved this year.

What are the notable features of the governing board in the school?

Expertise in finance, education, personnel relations, community relations, parent and staff representation on the board enables the board to be effective in governance.

How effectively does the governing board work with the school leader/s?

The governing board works closely with school leaders. Open communication allows for quick response and resolution to parent/staff/community concerns.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
<p>How do you know?</p> <ul style="list-style-type: none"> Weekly staff meetings Staff Orientation 							
<p>Which are the strongest features, and why?</p> <ul style="list-style-type: none"> Parent conferences and orientations Back to School night Student and Parent contracts Student and Parent handbooks Morning memo Administrative support Policy updates <p>Why? Provides student, teachers and parents with the adequate tools they need to be successful in the classroom and at home.</p>							
<p>What most needs improvement, and what action is being taken?</p> <ul style="list-style-type: none"> Increase parent involvement Increase community awareness <p>Action being taken: Quarterly Parent Action Committee Meetings</p>							

16 How effective is the school at ensuring fiscal soundness and legal compliance?

		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory
<p>How do you know?</p> <p>The governing board has hired Vogel & Associates to oversee fiscal management of the site. The governing board has also hired VLS accounting firm to complete our audit reports in compliance with State and District requirements.</p>							
<p>Which are the strongest features, and why?</p> <p>Vogel & Associates provide monthly financial reports to the governing board. Vogel & Associates also submits financial reports according to District & State guidelines. The audit will be submitted to the Charter School's office as soon as it is completed.</p>							
<p>What most needs improvement, and what action is being taken?</p> <p>A sound state budget and the elimination of deferrals would ensure fiscal soundness.</p>							

17 How effectively is the school managed fiscally?

		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory

How do you know?

- Annual audit financial report is submitted to the district.
- Monthly financial reports are submitted to the governing board. Scheduled financial reports are submitted to the District office.

Which aspects of the school's fiscal operations work best?

- Fiscal oversight is conducted by Vogel & Associates.
- Annual audit will be completed on time and submitted by VLS accounting firm.
- Monthly reports and district reporting is managed by Vogel & Associates.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

- The governing board will adhere to any internal control recommendations by Vogel & Associates and/or VLS.

18 What are the most significant aids and/or barriers to raising student achievement?

- Aids
 - ✓ Tutoring
 - ✓ Supplemental Instruction (Acellus, Kid-Biz, and Catch Up Math)
 - ✓ Technology
 - ✓ Test Prep
 - ✓ Parent Involvement
 - ✓ ILP's
 - ✓ Progress Reports
 - ✓ Report Cards
 - ✓ High Expectations for students
 - ✓ Cum folders
 - ✓ Teacher retention
- Barriers
 - ✓ Utilizing appropriate strategies and teaching methods for student populations (Special Education, ELL's) Classroom Management (student discipline)
 - ✓ State Deferrals
 - ✓ Special Education support from the district

Charter Renewal Data Document

Name of school: East Oakland Leadership Academy				Name of School Leader: Dr. Armstrong	
Financial Information				Year	2012-2013
Total Operational Budget	1104017	Per Student Revenue		9200	
Total Expenditure	1201990	Expenditure Per Student		10017	
Balance brought forward from previous year	873712	Projected balance carried forward to next year		775739	
Special Populations	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Percentage of students receiving <i>free/reduced lunch</i>	94%	95%	93%	96%	95%
Percentage of ELL students	53%	59%	57%	55%	55%
Number of students with special educational needs	2	2	2	4	11
Pupil mobility in the school in prior year				Number of students	
Students who joined the school other than at the usual time of first admission				8	17
Students who left the school other than at the usual time of leaving (excluding expulsions)				9	
Attendance for current and prior year				% Attendance	
School data				96.48%	95%
Background of students 2012-13	Number of students/Percent of Students		Discipline - prior school year(11-12)	Suspension # of incidents	Expulsion # of incidents
African-American	54/136	39%	African-American	2	1
Asian/Pacific Islander	7/136	0.05%	Asian/Pacific Islander	0	0
Hispanic	75/136	54%	Hispanic	1	0
White	2/136	0.01%	White	1	0
Mixed/ No Response	3/136	0.02%	Mixed/ No Response	0	0
ELL	75/136	55%	ELL	1	0
SPED	11/136	0.08%	SPED	1	0
Gender (male/female)	44%/55%		Gender (male/female)	3/1	1/0
Homeless Students	1/137	>0.01%	Homeless Students	0	0
Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE (add rows as necessary to capture all grade levels served)		6	150	100	50
		7	200	100	100
		8	160	100	60
2011-2012 (for 2012-2013 school year)	N/A				
2010-2011 (for 2011-2012)	N/A				

school year)					
2009-2010 (for 2010-2011 school year)	N/A				
2008-2009 (for 2009-2010) school year	N/A				

Graduation Information	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 (projected)
Graduation Rate	N/A	N/A	N/A	N/A	N/A
Retention Rate (% of graduates enrolled since grade 9)					
Post Graduation Plans					
% attending 4-year college					
% attending 2-year college					
% attending vocational/ technical training					
% joined military					
% working exclusively					

Teacher Recruitment/Retention					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total # of Teachers	6	6	6	7	7
% New Hires	83%	66%	33%	71%	28%
% Retained from Prior Year	16%	33%	66%	28%	71%
Total number of vacant teaching posts currently (FTE)					

<i>AYP</i>	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP Met?	No	Yes	Yes	No	
% AMOS Met	29.9%	44.55%	54.1%	49.4%	
% Proficient-AMOS: African-American	29.3%	44.45%	56.65%	56.25%	
% Proficient-AMOS: Asian/PI	0	0	0	0	
% Proficient-AMOS: Hispanic	30.25%	45%	53.2%	47.2%	
% Proficient-AMOS: Mixed/No response	0	0	0	0	
% Proficient-AMOS: White	N/A	0	0	0	
% Proficient-AMOS: Socio-economically Disadvantaged	30.85	37.5%	52.7%	48%	
ELL	31.6%	38.8%	53.6%	45%	
Students with disabilities	N/A	0	0	0	
API	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
API	709	747	806	767	
Statewide rank	3	2	3	5	
Similar schools rank	Not Available	Not Available	2	Not Available	
CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Proficient/Advanced	30%	41.5%	53.6%	47.7%	
Basic/Proficient/ Advanced	78.4%	79.2%	82.4%	82%	
Below Basic/Far Below Basic	21.5%	20.7%	17.5%	17.7%	
MATH					
Proficient/Advanced	39.7%	47.5%	54.6%	50%	
Basic/Proficient/ Advanced	72%	70.2%	85.5%	77.7%	
Below Basic/Far Below Basic	27.9%	29.7%	14.4%	22.2%	
CAHSEE	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 (administered to date)
10th grade pass rate	N/A	N/A	N/A	N/A	N/A

Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter)

Measurable Pupil Outcome	Instrument	Target	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results (to date)
1.Meeting/Exceeding the requirement of NCLB Act	Students will show annual growth.	Benchmark: Meet annual AYP targets.	Met 4 of 5 AYP Criteria	Met 17 of 17 AYP Criteria	Met 5 of 5 AYP Criteria	Met 3 of 5 AYP Criteria	
2. A high rank on the California Academic Performance Similar Schools Index by third year using USD rankings as a norm.	Compare the School's California Academic Performance Index Similar School's rank to the OUSD rankings.	Benchmark: API of 4 or better by third year.	All of the sub groups performed approximately at or above school wide level. This means all students are growing and there is no disparity between subgroups.	Exceeded school wide target of 5 by 33 (38) Exceeded Latino subgroup target of 5 by 25 (30) Exceeded English Learner subgroup target of 5 by 1 (6) Did not meet Socio-economically Disadvantaged subgroup target of 5 by 1 (4).	Met school wide target. Exceeded school wide target of 5 by 53 (58) Met all student groups. Exceeded Latino subgroup target of 5 by 60 (65) Exceeded English Learner subgroup target of 5 by 84 (89) Exceeded Socio-economically Disadvantaged group target of 5 by 89 (94) Met all targets.	Exceeded OUSD Academic Performance Index. The Accountability Progress Report shows that the African Americans performed better than the school. School wide performance was 48.8%; African-Americans performed at 63%. The other subgroups performed approximately at the same level as school wide.	
3. A high attendance rate using OUSD schools as a norm.	Compare the School's annual attendance rate to OUSD school attendance rate.	Benchmark: At least 90% attendance at the school.	95%	96.4%	95.62%	96.48%	
4. A Minimum of 90% of EOLA students will	90% of all EOLA students will	Benchmark: Students will meet at	Benchmark: Students	The ILP needed to be	The ILP was re-structured	90% of the students met at	

4. A Minimum of 90% of EOLA students will meet at least one of their ILP goals.	90% of all EOLA students will meet at least one of their ILP goals.	Benchmark: Students will meet at least one ILP goal yearly.	Benchmark: Students will meet at least one of their ILP goal.	The ILP needed to be restructured .	The ILP was re-structured at the end of the year.	90% of the students met at least one of their ILP goals. 77% of the students met their ELA goal. 70% of the students met their math goal.
5. A Minimum of 50% of EOLA students will	The STAR exam will be administered	Benchmark: Student test scores will	ELA 78.4% Math	ELA 79.2%% Math70.2%	ELA 82.4% Math	ELA 82% Math 77.7%

Statutory Renewal Threshold	
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Yes
Did school attain API Growth Target in two of last three years?	Yes
Did school attain API Growth Target in the aggregate of the prior three years?	Yes
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	Yes
Is the school ranked 4 or higher on API in two of last three years?	No
3. API Similar Schools Rank:	
Is the school ranked a 4 or higher on API Similar Schools in prior year?	Not Available
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Not Available
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Yes

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES	
Is the facility meeting the needs of your staff and students?	Y
Will the facility continue to accommodate your growth needs?	Y
If applicable is your current lease still valid?	Y
Do they extend through the end of your requested charter term (2013-2018)?	6/2017
If the lease does not extend though the end of your charter term please describe your plans for a facility solution which includes either: <ul style="list-style-type: none"> • A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or • A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely 	

Describe the condition of your current facility.

Excellent

What procedures are in place for handling facility repairs?

Maintenance staff handles all minor repairs

Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.

Our facility was recently renovated. We do not have or anticipate the need for a maintenance service contract.

FUTURE PLANS

Discuss the key challenges or risks that you see for your school in the next five-year period.
The challenge we face is the fluctuation of student enrollment in all grade levels.

- Describe what you are doing or plan to do to address each of the major challenges that you have identified.

We are going to focus on increasing enrollment in primary grades and therefore grow our own students so that we will have a predictable enrollment for the following year.

As applicable: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period (2013-2018).

We do not propose to have any additional campuses.

As applicable: Describe any material revisions to your charter and rationale for this renewal period (2013-2018). This request will be considered as part of the renewal process.

We do not anticipate any material revisions to our charter.

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.

N/A

- In order to have the material revision to your charter approved, your school needs to:
 - State the revision(s) the school's governing board wishes to make to the charter.
 - Describe the reasons for the request(s).
 - Describe the changes in the operations of the school that will be impacted by the proposed

revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.

N/A

- If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.

N/A

- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

N/A

10/31/2012 03:35

5105525239

EOLA

East Oakland Leadership Academy
2614 Seminary Avenue
Oakland, CA 94605

MEMO

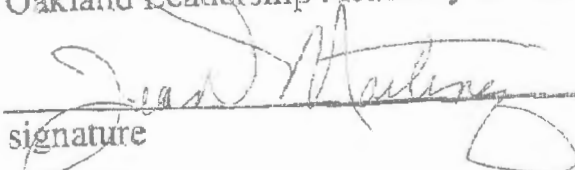
TO: East Oakland Leadership Academy

FROM: Jean Martinez

SUBJECT: Facility

DATE: November 1, 2012

This is letter of intent is to verify that I, Jean Martinez, the property owner, will sell or lease the current facility used by East Oakland Leadership Academy for the school year 2017-2018.


signature

Donald S. Stoneham

7223 Avon Court ♦ Dublin, CA 94568 ♦ 925-803-5736 ♦ 415-533-7741 mobile ♦ stoneham@agape1.biz

Qualifications for a Management Consultant

Quality, Sustainability, Green, Production, Operations, Continuous Improvement

Nationally recognized executive manager offers more than 20 years of combined experience administering and coordinating continuous improvement programs, reengineering projects, personnel development, and business process enhancements. Equipped with a solid track record of success developing and implementing process improvement strategies, systems, and programs that resulted in increases in profitability, operational quality, and overall savings. Areas of expertise include:

Program/Product Management ♦ Quality Management ♦ Operations Management ♦ Financial Management
Sustainability ♦ Web Based Technology ♦ Quality Assurance ♦ Software Development/Management
Budget Preparation ♦ Green ♦ Business Analyst ♦ Regulatory Compliance ♦ Implementation

Corporate Contributions

- ♦ Provided project leadership for a \$40M Bank of America, Illinois ACH systems conversion project, including the development of test cases and scripts, testing of system features and functions, development/administration of test plans, and documentation and presentation of final test reports.
- ♦ Introduced 18 various system enhancements (EDI, EFT, and procurement cards) and other technological improvements, and improved the service quality accuracy rate to 98.5% using business process re-engineering (BPR), quality management (QM), and performance measurement techniques.
- ♦ Generated continuous yearly savings totaling over \$2.5M with the creation of a re-engineering disbursement efficiency plan.
- ♦ Successfully achieved the century Y2K date compliance of all internal applications, systems and components, hardware and networking services, facilities, and utilities across the PeopleSoft enterprise.
- ♦ Introduced highly innovative engineering solution strategies using Six Sigma, ISO 9000, and CMM principles and concepts, resulting in higher levels of customer satisfaction regarding the company's software products and business services.
- ♦ Researched, identified, and managed the integration of new technologies and business opportunities with strategic partners in Asia, Europe, and the United States.

Employment History

Agape Enterprises Consulting, Inc, President and CEO

1998 to present

Agape Enterprises is a Technology, Quality and Business Management Services consulting company that provides high-quality professional services to all size organizations. We deliver high-value consulting services that are customized to meet each individual client's needs.

- ♦ Responsible for setting and meeting the Quality and Program Management goals and objectives; hiring, mentoring and managing the personnel, and work closely with the software development and the business operations groups.
- ♦ Responsible for overall quality strategy, structure, people, product release, hardware/software resources, test documentation (plans, suites, scripts), performance/scalability testing and reporting and overall product quality.
- ♦ Create and maintain program management plans for the entire organization. Organize resources to handle software development tasks and define business requirements.

Resume Continues...

Donald S. Stoneham

7223 Avon Court ♦ Dublin, CA 94568 ♦ 925-803-5736 ♦ 415-533-7741 cell ♦ stoneham@agape1.biz

Employment History Cont.

GRSNetwork, Vice President of Quality and Program Management 2000-2003

Provided direction and management of strategic planning, personnel, product releases, hardware/software resources, test documentation, performance/scalability testing, and reporting. Established operational goals and monitored performance quality in order to ensure the attainment of goals and objectives.

- ◆ Orchestrated the development and deployment of web-based applications with the use of Rational Unified Process, achieving compliance to ISO 9000 quality standards; developed an ISO 9000 program designed to identify software quality metrics for dynamic web-based software development in the areas of e-commerce, web content/publishing, security, and database integration.

PeopleSoft, Worldwide Y2K Quality Manager-Consultant 1998-2000

Directed the development and deployment of program management functions focused on the monitoring, reporting, and evaluation of plans and priorities for this Y2K project. Developed and coordinated a team of 14 consultant professionals in charge of achieving Y2K readiness worldwide. Spearheaded testing efforts and developed testing methodologies for 71 business areas and 300+ individuals located around the world and for 369 mission-critical business processes in the business operations, product development, facilities, infrastructure and international areas.

- ◆ Provided the virtual management of four teams in Europe, Asia/Pacific, Japan, and Latin America, and coordinated interdependencies among applications, business areas, suppliers, external financial service providers, and vendors.
- ◆ Performed the overall management of third-party consultants and coordinated tester training on the various financial product features.

Bank of America, Project Leader-Consultant 1996-1998

Ensured the attainment of business requirements, performed wide-range technical analysis operations, tested and monitored the migration from the Bank of Americas, Illinois Demand Deposit Accounting (DDA) system into Bank of America, California Corporate Demand Accounting (CDA) system, and assured that customers were invoiced within 5% of their current bill through the migration of billing accounts.

- ◆ Used project management tools and quality assurance techniques to ensure that the business requirements objectives were met.

University of California at Berkeley, Disbursement Manager 1990-1996

Directed disbursement and ledger reconciliation operations totaling approximately \$1B for the Berkeley campus and the Office of the President, including customer service management responsibility to 30,000 students, 50,000 vendors, and 15,000 UC employees. Functioned as leader in the administration of the client server-based PeopleSoft financial systems, and provided the control and maintenance of reference manuals utilized to communicate financial and accounting policies, principles, and procedures to all organizational units.

- ◆ Coordinated training personnel in charge of providing guidance and instruction to all 400 university campus and Office of the President divisions and branches.

Education

Master of Business & Public Administration (In Progress), City University
Bachelor of Arts in Business Administration, New College of California
Quality Management Certificate, UC Berkeley Extension
Certified Green Sustainability Consultant, National Sustainability Coalition

8353 OUTLOOK AVE • OAKLAND, CALIFORNIA 94605
PHONE 510 427-9958 • E-MAIL ATIBASTORMY@AOL.COM

ATIBA SYLVIA THOMAS

WORK EXPERIENCE

2003-present East Oakland Leadership Academy Oakland, California

Art Director/Art Teacher/Art Therapist intern

- Coordinate all middle school art programs
- Develop and implement art/art history curriculum
- Develop and implement multicultural art curriculum
- Develop and implement HIV education using art
- Develop and conduct girls rites of passage
- Facilitate individual art therapy sessions
- Conduct conflict resolution using art process for adolescents

2000-2003 John Muir Elementary School Hayward, California

Contract Art Teacher

- Bi-monthly art projects exploring varies art medium.
- Art projects integrated into academic areas.
- Coordinate school wide art fair

2000-2001 Santa Rosa High School Santa Rosa, California

Peer Education Teacher

- Facilitate group discussion using art therapy focusing on issues and concerns facing teenagers.

2000-2001 Social Advocates for Youth Santa Rosa, California

Street Outreach Artist

- Outreach prevention program for at risk teens living on the streets and in shelters.

1999-present Sunburst Projects Rohnert Park, California

Art Therapist

Camp Program Director

Peer Mentor Coordinator

- Facilitate art therapy support groups for families affected



/infected with HIV/AIDS.

- Develop program and conduct art therapy group sessions for teens living with HIV/AIDS in a residential camp setting.
- Develop and facilitate peer mentor program for HIV prevention education.

1998 -2000 Youth and Family Services

Art Instructor

Counselor

- Develop and implement treatment plans using art process for "high risk" adolescents.

1997-2002 Positive Images Santa Rosa, California

Art Therapist

Group Facilitator

- Facilitate groups with gay, lesbian, bisexual, transgender youth utilizing the art process.
- Facilitate HIV education sessions

1996-2000 Sonoma State University Pre-College Program

Art Instructor

- art classes for college bound adolescents
- sculpting with junk, face art, mix media, collage, mandalas, mask-making, African American art history

EDUCATION

2002 Sonoma State University Rohnert Park, California
Master of Arts, Psychology/ Art Therapy emphasis

1975 California State University at Los Angeles Los Angeles, California
Bachelor of Arts, Sociology

Laura Armstrong

8353 Outlook Ave.
Oakland, CA 94605
docarm@aol.com
(510) 427-9959

OBJECTIVE: I have been an educator for more than twenty years. I am committed to serving urban children. It is my lifetime goal to provide high quality education opportunities to as many inner city children as possible.

EDUCATION

- 1978 Bachelor degree, University of Arizona

- 1995 Masters, San Francisco State University

- 1998 Doctorate, University of Southern Mississippi

EMPLOYMENT

- 1985 Sixth Grade Teacher, Maxine Bush Elementary School

- 1986 Science Teacher, Hope Academy

- 1988 Fifth Grade Teacher, G.W.Carver Elementary School

- 1996 Sixth Grade History Teacher, MLK Middle School

- 2000 Founder/Director, E.C.Reems Academy

- 2001 Sixth Grade Teacher, John Muir Elementary School

- 2003 Founder/Director, East Oakland Leadership Academy

REFERENCES

- Angela Bates (510) 544-9305
- Johnnie Riley (925) 427-7111
- Ben Chavis (510) 839-6791

Reverend Johnnie M. Riley

Powerfully anointed to speak into the lives of men and women, Pastor Johnnie Riley is uniquely gifted for "such a time as this." She preaches the Gospel with a clarity and wisdom that makes each word come alive in the ears of the hearer. A true pastor, this preacher is concerned for the spiritual growth of individuals who are seeking to fulfill God's purpose in their lives.

Pastor Johnnie Riley responded positively to the call of God to enter the ministry in 1965. Completely confident of God's plan for her life, she has dedicated her life to reaching lost men and women to offer them eternal life through the Gospel of Jesus Christ. Having stood the test of time, she continues to preach a relevant Gospel today. Her life is a testimony to the keeping power of Christ. She proves daily that God will keep you if you desire to live in the center of His will.

Having preached across this country, Pastor Riley serves the Kingdom under the auspices of Bishop Ernestine Reems – Dickerson of Center of Hope Community Church in Oakland, CA. Pastor Riley joined Center of Hope Community Church (COH) in 1968. Having held a diversity of positions including counselor, manager of business affairs, spiritual leader of the ministers' board and President of COH School for Ministers, in 1988, Bishop Reems-Dickerson appointed Pastor Riley to Associate Pastor of Center of Hope Community Church for Spiritual Affairs. Continued faithful service led to Bishop Reems-Dickerson to select Pastor Johnnie, as she is affectionately called, to become Pastor of the Center of Hope – Pittsburg in 2006.

As Pastor of a branch church, Pastor Riley is watching God bless as He adds regularly to the flock she has charge over. Pastor Riley has watched this church grow from a small home bible study to a congregation that recently moved into their own church building. She continues to pour into the lives of the leaders that serve with her and the members of the congregation with a realness and dedication that demonstrates the love of God to all.

Pastor Johnnie Riley is a wife and mother of one grown son, Lance. Her husband, Deacon Alex Riley, serves in ministry with her. This woman of God is walking worthy of the call that is on her life and daily inspires others to live in the fullness of their God ordained calling. Pastor Riley walks in covenant with God's word for divine health each day, standing on the firm foundation of her favorite scripture verse – "What? Know ye not that your body is the temple of the Holy Ghost [which is] in you, which ye have of God, and ye are not your own?" By faith, she affirms that sickness and disease can't cohabitate with the Holy Ghost!

To God be the Glory!

Johnnie M. Riley
4011 Railroad Ave.
Pittsburg, CA 94565
Jmriley5@pacbell.net
(925) 427-7111

Nashon Williams

1812 Washington Avenue #206
San Leandro, CA 94577
(510) 213-2072
n_purry@hotmail.com

Professional Experience

July 2011 – Present Stay-at-home Mother

August 2010 – July 2011 East Oakland Leadership Academy **Principal, K-11**

- Evaluate certificate personnel
- Provide students mentoring and discipline
- Manage school site
- Provide certificated and classified employees mentoring and discipline

August 2008 – June 2010 Oakland Unified School District **6, 8 Grade Teacher**

- Design, organize, and implement curriculum for math, science, social studies, and English language arts with the goal of leading students to master at least 80% of California content standards and achieve an average 1.5 years of reading growth
- Serve as Lead Teacher for ELA

November 2006 – March 2009 Hayward Unified School District **Adult Ed. Teacher**

- Prepare students to successfully pass the High School Exit Exam
- Facilitate independent studies in multiple high school subjects

August 2003 – June 2008 East Oakland Leadership Academy **6-8 Grade Teacher**

- In this self-contained structure, the number of students proficient in ELA rose from 15-30% in loop 1 and from 5-28% in loop 2 and the number of students proficient in math rose from 4-30% in loop 1
- Served as Testing Site Coordinator for 1 year
- Served as a Teacher Mentor for 2 years

Education

September 2009 – June 2010 **Cal State University, East Bay** **3.685 GPA**

- Preliminary Administrative Credential

September 2002 – June 2006 **Cal State University, East Bay** **3.550 GPA**

- Masters in Public Administration & Affairs w/ Organizational Change Option

January 2000 – June 2002 **Cal State University, Hayward** **3.014 GPA**

- B.A. in Liberal Studies w/ Childhood Studies Option
- Professional Clear Multiple Subject Teaching Credential w/ CLAD

Wannetta Hall
4414 Fleming Ave
Oakland, Ca 94619

RESUME

Reference:

Fairmont Hospital
15400 Foothill Blvd
San Leandro, Ca 94578

Job Title: DP TECH II
From : 1985-1991

Henry's Tow
5321 E. 8th St
Oakland, Ca 94601

Job Description: Filing, Answering phone, Supervisor, Owner
From : 1991 – Present

EOLA Parent : 2003 - Present

Other : Community Food Program

EOLA/H Parent Since 2003

Ernest Leon Frohm III

8653 Thermal Street, Oakland Ca. 94605

510-395-7701

Martial Arts Instructor/Coach/Mentor

Education:

*Richmond High School, Richmond Ca. 1987

*San Jose State Un.

*Laney Jr. College

Martial Arts Education:

*Taylor's House of Karate, San Rafael Ca.

*West America Tae Kwon Do, Mill Valley Ca.

American Karate (Tae Kwon Do, Karate and Boxing)

Years of Study: 1977 to Current

Years of Teaching: 1985 to Current

Degree: 5th Dan, Master

Teaching Experience:

*West America Tae Kwon Do, Mill Valley Ca.

*Taylor's House of Karate, San Rafael Ca.

*Emerson Elementary School, Berkeley Ca.

*Windrush School, El Cerrito Ca.

*Manzanita Community Center, Oakland Ca.

*Imani Community Church, Oakland Ca.

*East Oakland Leadership Academy, Oakland Ca. (PE and Martial Arts Instructor)

*Frohm's Martial Arts, Oakland Ca.

Accomplishments:

*2007 Jefferson Award

*Coach to four World Champion, Martial Arts Competitors

*2012 United States Coach and Martial Arts Ambassador to Punjab India

*2010 BASKA Hall of Fame award winner

*Oakland Business Owner since 2000

Other work experiences:

*Gladman Psychiatric Health Facility, Oakland Ca.

Mental Health Worker, Counselor 1993-2000

*Dance Instructor 1989-1999

*Stage Dancer and Choreographer for Comedian and Actor Sinbad 1989-1992