

CHARTER
for the
OAKLAND UNIFIED SCHOOL
DISTRICT

Oakland Charter Academy
Renewal (2008-2013)

Submitted by the Oakland Charter Academy Advisory Council
3001 International Blvd.
Oakland, CA 94601
510-532-6751

December 19, 2007

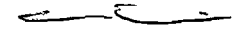

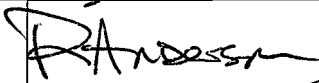
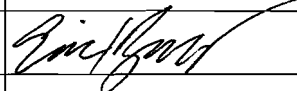
Contact: Jorge Lopez (510) 532-6751

Legislative File
File ID No 07-1743
Introduction Date 12/19/07
Enactment No _____
Enactment Date _____
By _____

Charter School Petition Form for Teacher Initiated Petitions

Oakland Charter School (6th through 8th Grade)
(Name and Grade of Charter School)

We, the undersigned teachers, support the continuation of an existing charter school. In accordance with provisions of California's revised Charter Schools Act (Assembly Bills 544 and 24217 of the 1988 Legislative Session and Administrative Bulletin 4060 of the Oakland Unified School District) we hereby exercise rights as granted in section 47605 (A) of the Education code – namely that the charter petition is “signed by a number who are equivalent to at least one-half of the number of teachers the charter school estimates will be employed in the charter school during its first year of operation.”

Name of Teacher	Home Address and Zip Code	Home Phone Number	Meaningfully Interested in Teaching at the Charter School	Current School	Type of Credential Held	Signature	Date
Sarah Tin	4086 Harding Way Oakland, CA	510-219-0085	Yes	OCA	Multi-Subject		Dec 17, 07
Angela Ortega	813 Gary Ave Sunnyvale, CA	408 245-3310	Yes	OCA	Multi-Subject		12-17-07
Rebecca Anderson	3427 Adell Ct. Oakland CA 94602	510 326-3016	Yes	OCA	Multi-Subject		12/17/07
Eric Becker	956 Ordway St. Albany, CA	510.868.5049	Yes	OCA	Multi-Subject		12/17/07

This petition form is available in other languages. Information will be used to validate signatures.

Oakland Charter Academy

Oakland Charter Academy (OCA), is a nonprofit corporation, founded in 1993 designed to produce the academic advancement of minority youth from East Oakland, CA

Committed to excellence and academics, OCA's goal is to provide structure and student achievement to traditionally underserved urban students by:

- ξ Improving the academic achievement of all students,
- ξ Closing the achievement gap of educationally disadvantaged students,
- ξ Focus in student attendance,
- ξ Supporting effective educators, and
- ξ Providing a structured learning environment

In accordance with the California Charter Schools Act of 1992, as amended (the "Charter Schools Act"), Oakland Charter Academy hereby petitions the Oakland Unified School District to renew the charter for five years.

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.*

California Education Code Section 47601(a)-(g).

OCA will continue to make important contributions to the legislative goals outlined above. By granting this charter renewal petition, the State Appointed State Superintendent, and the Oakland Unified School District Board of Trustees will help fulfill the intent of the Charter Schools Act while providing students in the district with an additional quality educational option.

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b) (5) (A)-(O). These sections of the law and the required descriptions are provided below.

Required Signatures [Education Code Section 47605(a)]:

The attached charter merits consideration. We are hereby petitioning the Governing Board of the Oakland Unified School District (OUSD) to grant approval of the charter pursuant to Education Code 4605 to continue the function of Oakland Charter Academy (OCA).

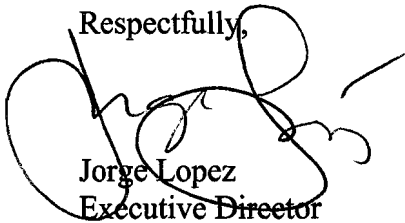
OCA agrees to operate the school pursuant to the terms of the Charter School Act and the provisions of the school's charter. The Director of the school will be authorized to negotiate any amendments to the attached charter in order to secure approval by the Oakland Unified School District's Governing Board.

Required Affirmations [Education Code Section 47605(d)(1)]:

Oakland Charter Academy will be nonsectarian in its programs, admission policy, employment practices and all other operations. It will not charge tuition, nor will it discriminate against any pupil based on ethnicity, national origin, race, gender, gender identity, sexual orientation, or disability.

Please direct any questions regarding this charter to me at (510) 532-6751.

Respectfully,

A handwritten signature in black ink, appearing to read 'Jorge Lopez', is written over the printed name and title. The signature is fluid and cursive, with a large initial 'J' and 'L'.

Jorge Lopez
Executive Director

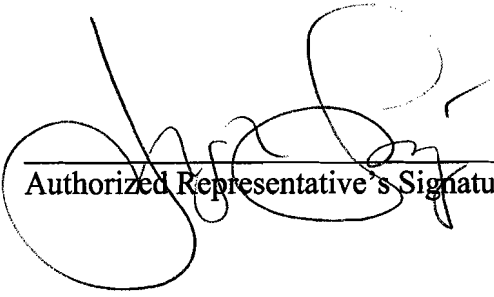
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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Oakland Charter Academy, which will continue to be located at 3001 International Blvd. 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:

- ξ 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)]
- ξ 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)]
- ξ be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- ξ not charge tuition. [Ref. California Education Code §47605(d)(1)]
- ξ not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- ξ 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)]
- ξ 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.
- ξ 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)]
- ξ 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)]
- ξ at all times maintain all necessary and appropriate insurance coverage.
- ξ follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- ξ 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.



Authorized Representative's Signature

I. ADVISORY GROUP

A. Advisory Group Statement

The school community of Oakland Charter Academy is interested in continuing to offer a middle school with a strong academic emphasis on English Literature, History, Science and Mathematics for inner-city students from socio-economically disadvantaged families as well as others interested in attending the school. It is our belief that structure, discipline and a focus on rigorous academics are the pillars to providing an effective academic program that will allow students to thrive and be successful in the 21st Century.

The advisors represent a diverse group of individuals interested in high academic standards for the target student population who will attend Oakland Charter Academy. The Advisory Group is not the OCA Governance Board, although OCA Governance Board members may be a part of the Advisory Group.

Jorge Lopez

Under his leadership, Oakland Charter Academy test results have skyrocketed in the state academic with 248-point growth within 3 years. Currently, Mr. Lopez serves as the Executive Director of Oakland Charter Academy and Oakland Charter High School. Mr. Lopez is a former middle, and high school teacher, School Counselor, and administrator. Mr. Lopez has also served as a Federal Department of Education Program Director for the Migrant Education Program, Region XXIII.

Dr. Robert Cooter

Dr. Robert Cooter, a law professor at UC Berkeley's Boalt Hall, is an authority on business administration and a charter school consultant. He served as president of the American Economic Association and currently serves as a Pulitzer Prize Committee Member. Dr. Cooter earned a B.A. from Swarthmore College and a Ph.D. from Harvard University.

Sandra Reyes

Sandra is a parent of a current Oakland Charter Academy middle school 8th grader. She has worked as a public school administrative assistant for the past 4 years and is the current Executive Assistant at Oakland Charter. She has extensive knowledge of public school office procedures, fiscal procedures, education code, student files, records data management, and student requirements.

Omar Gonzales

Mr. Gonzales is a former migrant student who from Woodland, CA. He is a graduate of California State University at Sacramento, where he majored in political science with a minor degree in Spanish. He is a graduate of the University of California at Los Angeles (UCLA) School of Law. He is a practicing attorney in the Northern California region with three law offices based in the Northern California.

Dr. Larry Martinez

Dr. Larry Martinez, a former high school principal, teacher, counselor and charter school board member, has over three decades of experience in public education. He is particularly interested in enhancing the assessment process for high school academic achievement. Dr. Martinez has a B.A. from Northern Arizona University as well as an M.A. and Ph.D. from the University of Arizona.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law - A description of the school's educational program, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

California Education Code Section 47605(b)(5)(A)

A. Mission

Oakland Charter Academy will serve 150 inner-city students in 6th through 8th grade. The focus of OCA is excellent student attendance (98%) that helps to ensure that the academic needs of students interested in attending our school are met. We will provide them with an education to enhance their academic skills in reading, writing, spelling, mathematics, science, social science, business, and humanities so they may compete and be productive members in a capitalistic society. This will be a collaborative effort between school, family, and community.

B. Educational Philosophy

The middle grades are formative years when students are seeking answers to fundamental questions about life and identity. They are deciding on values and standards, which will determine their successes in the future. This is a time for them to explore and ultimately make foundational decisions about themselves. OCA will provide students an opportunity to do so in a structured learning environment and will instill the values of mutual respect and hard work.

The Oakland Unified School District serves approximately 9,309 middle school students. The rates of daily attendance, academic achievement of middle school students are still well below state averages. The result is that many students in Oakland Unified School District do not meet the requirements to attend either the University of California or California State University. Of the 85.7% of graduating students from Oakland public high schools in 2003-2004, only 35.5% were eligible to attend either university system. Socio-economically disadvantaged students fared worse; only 27.8% of African Americans and 33.8% of Hispanics could attend, and there was no data on the percentage of American Indian students who met UC/CSU requirements.

OCA will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science and social studies. This model has proven to be successful. The school finished the 2006-2007 school year with an API score of 896. In 2007 OCA was nominated for the California Distinguished School Award, and the Title I Academic Achievement Award. In 2007 OCA became the second public school in Oakland, California, to be nominated for the national "Blue Ribbon" award (See Appendix H, Page 52).

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet their needs. At OCA small, self-contained classes have resulted in higher attendance rates (98%), reduced dropout rates (0%), and increased academic performance for our minority students of socio-economically disadvantaged backgrounds.

OCA has proven that continuing an extended-year calendar will provide increased opportunities for targeted intervention to assist low-performing students. Through this process, we will provide an environment that will ensure that students not only continue to meet, but also exceed the language arts, mathematics, science and social studies requirements on California standardized tests.

C. School Programs

OCA will apply for accreditation to Western Association of Schools and Colleges' (WASC) Accrediting Commission for Schools. Under WASC, we will evaluate OCA to ensure the school is achieving its goals and objectives. This will maintain high academic integrity and will ensure OCA courses will be transferable to other public middle and high schools.

Families at Oakland Charter Academy will sign a contract acknowledging awareness of course requirements, the discipline policy and that they accept the responsibility for adhering to these requirements.

D. Students to Be Served

Whom Is the School Attempting to Educate?

OCA will continue to serve 150 students in 6th – 8th grade. OCA's goal is to provide minority and socio-economically disadvantaged students with strong academic skills in language arts, mathematics, science, social studies and foreign language. The school will serve a diverse student population that reflects the OUSD student population. The students will be provided a foundation of knowledge and skills required of 21st-century adults. OCA students will be respectful, have strong academic skills, and be dependable and productive citizens.

What It Means to Be an Educated Person in the 21st Century

The demands of the 21st century require that students be highly literate. As we move deeper into an information age, it is imperative that OCA students learn how to understand and critically analyze the information they encounter. One of OCA's chief goals is to provide students with strong academic skills by providing 90 minutes of language arts instruction each day. Through a rigorous study of language arts, students will acquire the ability to comprehend difficult text and to transmit their ideas and insights with clarity and logic. The ability to understand and analyze the written word is central to all academic subjects. By focusing on language arts, OCA students will be better equipped to understand the material covered in other subjects. To be a competent member of society and to succeed in post-secondary education, students must be competent readers.

To meet the demands of the 21st century, students need a rigorous curriculum in mathematics. OCA students will be required to take 90 minutes of math each day beginning in the sixth grade with general math and finishing eighth grade with algebra I. Math is the core language needed to pursue scientific and technical endeavors. Math and science are complementary subjects; the understanding of one is predicated on the understanding of the other.

To prepare our students to be successful people in the 21st century, we will instill in them the values of hard work and self-discipline. OCA will be highly structured with a rigid disciplinary system that rewards hard work and productivity. OCA students will learn to be responsible for their course work and their actions, learning to take pride in their efforts and consequent academic successes. We will have high expectations for our students, pushing them to achieve the best of their ability and to be motivated, lifelong learners. Students will also learn that there are consequences for being lazy.

How Learning Best Occurs

According to a study conducted by education researchers Lance T. Izumi and Harold C. Doran (2004¹); a structured classroom environment, and a teacher-centered curricular approaches are proven to be more successful with urban minority youth. We will incorporate this teacher-centered environment, which has been extremely successful at Oakland Charter Academy Middle School in the past three years.

Socio-economically disadvantaged students who have a strong academic foundation are more likely to succeed in school and life. The key to a successful high school is strong administrative leadership, excellent teachers, and a structured learning environment that focuses on hard work and academics. Families and community members will be continuously encouraged to participate in their child's education throughout the year. It is through a system of productive working relationships that boundaries and expectations are established. Individuals are encouraged through peer relationships and customs to work together as a family. We will continue to incorporate the concept of working as a family into OCA's curriculum.

Oakland Charter Academy aims to educate motivated students who are preparing to enter a college preparatory high school. The curriculum will be rigorous with instruction designed for active engagement in the academic learning process. Small classrooms and structured learning with emphasis on reading, writing, math, science, and social science will be applied to ensure that students build a strong academic foundation. The classroom environment incorporates a social skills program that will create a forum for reinforcing respect among students and staff.

Students at OCA will build productive relationships with motivated teachers who will provide them with a better chance for higher academic achievement than at other neighboring schools. As a small and demanding school, OCA will be able to facilitate these interactions. OCA students will be engaged in learning with the structure provided in each classroom.

E. Curriculum and Instructional Design

Oakland Charter Academy's educational program is founded on the belief that high expectations lead to high-achieving students. OCA courses will prepare students to exceed the California Content Standards for the relevant subject at each grade level. OCA believes its academic success will be based in part on the emphasis placed on language arts and math.

Since many college-bound students enrolling in science or engineering programs will be required to take calculus as a prerequisite for their majors, we want to adequately prepare our students to accomplish this goal by requiring all eighth graders at OCA to take Algebra I. This will set them on the right academic track for advanced math in high school.

OCA will be a site-based school for 150 students in sixth through eighth grade. The student per teacher ratio will be 25:1. This will allow students and teachers to develop a productive working relationship in a small school setting.

The students who enroll at OCA will be provided a safe and structured learning environment to enhance their academic skills. The school will provide a structured curriculum aligned with state academic standards. Students with special learning needs will be mainstreamed into the classrooms, while also receiving individual attention as required by law.

State-approved textbooks aligned with state standards provide the content basis for courses of study. OCA believes that investing in exceptional textbooks will provide an outstanding framework for standards-based instruction. The textbooks, in addition to the highly qualified staff, will continue to be the driving force of the OCA curriculum. We will implement a structured daily schedule, which focuses on the core academic subjects (See Appendix D, page 39). These subjects include English, mathematics, science, social studies, foreign language, and the arts. Electives will be offered in addition to the core subjects. At OCA, we also believe that homework is a crucial part of the learning process for our students. The school will provide after-school tutoring, Saturday classes and

assistance with homework. OCA will work closely with Oakland Unified School District, OUSD Charter Schools Office, Oakland Charter School Consortium, and other Bay Area community organizations to provide services for OCA students.

The teaching methodology is lecture, and teacher-directed. Tutorial services are mandatory for all students who score at the basic or below grade level on the California Standards Test.

The following core curriculum provides the foundation for OCA to meet State Content Standards:

a) English: structured around the *Holt Literature and Language Arts, Mastering the California Standards, Reading, Writing, Listening and Speaking for Grades 5-8*, 2003, by Holt, Rinehart and Winston.

- ξ Teach reading and language arts as central to all academic subjects and as a means for obtaining and communicating information.
- ξ Teach the fundamentals of spelling and grammar.
- ξ Teach students the necessary skills for researching information, taking notes, organizing ideas, developing an outline, using the dictionary, editing and revising.
- ξ Teach oral communication skills through group discussions and classroom presentations.
- ξ Teach the mechanics of expository writing, creative writing, poetry, journalism, business communication, and scientific writing.

b) Mathematics: structured around the state standards for each level, utilizing state-approved curriculum.

- ξ Cover the grade level curricular content specified in *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1999).
- ξ Teach content and learning experiences in mathematics that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.
- ξ Teach fluency with traditional (abstract) mathematical concepts, statistics, and computation skills.
- ξ Teach mathematics with scientific quantification to emphasize the relationships between math, science, and technology.

c) Science: structured around the state standards for each grade level utilizing state-approved curriculum.

- ξ Present an effective science curriculum using the grade level, instructional strategies and assessment guidelines outlined in *Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2004).
- ξ Teach content and learning experiences in science that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.
- ξ Provide a science program that combines the core sciences of biology, physics, and chemistry.
- ξ Teach students to use the scientific method to identify a problem and pose relevant questions, state a hypothesis, conduct an experiment, understand the variables, analyze the

data, and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.

d) History and Social Studies: structured around the state standards for each grade level utilizing state-approved curriculum.

ξ Present an effective history and social-science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2005).

ξ Teach content in history and social science that allows students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for core academics listed on page 14, Heading III (Measurable Student Outcome and Other Uses of Data).

ξ Teach students a global perspective of history and social science by studying other nations.

ξ Teach culture of societies, both ancient and modern, through archaeology, anthropology, history, and geography.

e) Foreign Languages: structured around the state standards for appropriate grade levels.

ξ Teach world languages' curriculum using the grade level considerations, instructional strategies, and assessment guidelines outlined in *Foreign Language Curriculum Framework K-12* (California Department of Education, 2001).

ξ Teach content and learning experiences in world languages that allow students to develop the skills, knowledge, and attitudes necessary to meet measurable student outcomes for critical thinking and core academics.

ξ Teach Mandarin as the required foreign language.

ξ Teach an integrated approach in which reading and the language arts facilitate and reinforce language fluency in Mandarin.

f) Visual and Performing Arts: structured around the state standards for each grade level.

ξ Provide an effective visual and performing arts curriculum using the grade-level considerations, the instructional strategies, and assessment guidelines outlined in *Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2003).

ξ Teach content and learning experiences in the visual and performing arts that allow students to develop the skills, knowledge, and attitudes necessary to meet the measurable student outcomes for critical thinking and core academics.

g) Physical Education and Health: structured around the state standards for each grade level.

ξ teach the grade level curricular content specified in *Challenge Standards for Student Success: Physical Education* (California Department of Education, 1998) and *Moving into the Future: National Standards for Physical Education: A Guide to Content and Assessment* (National Association for Sport and Physical Education, 1995).

ξ Teach the grade level curricular content specified in *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).

ξ Provide a physical education program that offers both individual and team sports including basketball, cross country, soccer, and other physical activities that promote fitness, teamwork, and individual abilities.

F. Plan for Academically Low-Achieving Students

Each OCA student will be enrolled in a rigorous curriculum and provided the necessary support to learning. OCA students who enroll below grade level in either English or mathematics will be immediately identified by the Student Success Team (SST) as low performing, and a personalized learning plan will be created to enhance their skills in core academic subject. This will require the student to spend an additional three hours a week after school and to attend Saturday school when necessary to ensure the student is getting the academic assistance needed to be successful at OCA.

OCA is designed to address the educational needs of students with learning difficulties. The small school atmosphere and self-contained curricular model provides for more personalized attention, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar (196 days) will provide each student with a better opportunity for success in school. OCA staff will work with the Oakland Unified School District to ensure special education services are provided to students, including psychologists, resource specialists and other services as needed. For additional information, see the special education section on page 14.

G. Plan for Academically High-Achieving Students

OCA expects all students to reach high standards of academic achievement. Families and students, working with a teacher, design a learning plan tailored for the student.

Through professional development, OCA's teachers will receive specific training in recognizing gifted and talented students, understanding what differentiated instruction is, and applying differentiation in the classroom.

OCA will work with Johns Hopkins University Center for Talented Youth (CTY) so that academically high-achieving students can take college courses throughout the school year. Summer college courses are available to 6th-8th grade students who are academically prepared to successfully complete the courses. Scholarships for socio-economically disadvantaged students will pay for the costs related to the courses.

H. Plan for English Learners

English learners will be enrolled in regular classes and will receive supplementary instruction to learn English. OCA will meet all requirements of federal and state law to provide equal access to the curriculum for English learners. The goal is high-quality instructional programs and services for English learners that will allow them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills will be assessed.

These policies and procedures, including the use of a home language survey and mandatory California English Language Development Test (CELDT) testing as required by law, will be included in the registration packet to help identify students who need assistance. When a language other than English is listed on the survey, students will be administered the CELDT.

The test evaluates each student's English listening, reading, speaking and writing skills. OCA will share the test results with the student's families and teachers. Teachers trained to work with English Language Learners will instruct these students in English. OCA's English Learners students will be prepared with the skills in English and mathematics to meet California State Standards.

I. Plan for Special Education

For purposes of special education, OCA has elected to be a public school within OUSD pursuant to Education Code Section 47641(b). As a public school of OUSD, OCA will seek an Agreement with OUSD outlining the services and funding necessary to ensure that the needs of our students are met in compliance with the IDEA. OCA 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 OCA students.
- 2) OUSD and OCA shall provide OCA 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) OCA 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 OCA. If OUSD is unable to provide special education services to OCA students, OCA 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.

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

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

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

A. Measurable Student Outcomes

OCA will be held accountable for student achievement in the following ways:

1. Meeting or exceeding the expectation of attaining scores at the 50th percentile on the total reading, total math and total language batteries of the STAR Tests or any other test used to measure growth against the California Content Standards
2. Exceeding 97% attendance rate during each of the next five years
3. Maintaining an API of 750 or higher.
4. Meeting or exceeding federal NCLB standards.

As described in the Educational Plan, OCA expects its students to have developed the following skills:

Academic Achievers who:

1. Produce quality work across the curriculum.
2. Are extremely knowledgeable of literature and can reference material.
3. Compute and solve advanced math problems.
4. Are knowledgeable about educational pathways and career choices.
5. Are prepared with the necessary skills to succeed in high school.

Effective Communicators who:

1. Demonstrate skills of speaking, listening, reading, and writing in a variety of situations.
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups.
3. Read and respond accurately and analytically to text questions.
4. Express themselves effectively through writing.

Critical Thinkers who:

1. Know how to access information and integrate knowledge.
2. Identify and use resources effectively to gather, communicate, and evaluate information.
3. Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical manner.

Life-long Learners who:

1. Are open to discovery, develop an enthusiasm and interest for learning.
2. Are adaptive to a wide array of professional and cultural settings.
3. Are goal-oriented, understand the importance of hard work and continual goal setting.

Socially Responsible Citizens who:

1. Are aware and understand the relevance of different cultures in society.
2. Are leaders within their families, contribute to the improvement of life in their school and community.
3. Demonstrate personal respect, responsibility and integrity.

OCA is committed to preparing socio-economically disadvantaged students to complete high school and pursue higher education. OCA will focus intensively on language arts, mathematics, science, social science, and foreign language for all students to ensure their preparedness. OCA will prepare students to:

1. Develop an understanding and appreciation of literature.
2. Develop the skills to compute and solve advanced math problems.
3. Meet the California Content Standards for the California Department of Education.
4. Be prepared academically to excel on the California Standardized Tests.

Students will be competent in each of the following areas after completing their middle school experience at OCA:

1. Taking pride in their attendance and punctuality.
2. Reading and responding accurately and analytically to text questions.
3. Expressing themselves effectively through writing.
4. Computing and solving advanced math problems
5. Comprehending and applying scientific knowledge
6. Comprehending the role of history in our society

B. Academic Performance Index

OCA will meet or exceed the school's annual Academic Performance Index (API) growth target. In addition, OCA will meet or exceed Adequate Yearly Progress (AYP) and meet or exceed the requirements set forth in the NCLB Act of 2001. OCA will incorporate the CDE Content Standards for California Schools into the curriculum. OCA will update curriculum to all amended standards and will continue to incorporate them in the curriculum to enhance student performance.

C. Methods of Assessment

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. California Education Code Section 47605(b)(5)(C)

OCA will have a rigorous assessment and goal-setting program to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. OCA will assess students regularly from the time they enter the school through graduation, and teachers will monitor their progress closely.

OCA will use the following assessments:

- a. *State Required Tests*: All state required tests will be given and analyzed closely (STAR, CELDT, etc.)
- b. *Skills Connection*: Test Generator software.
- c. *Other Standardized Tests*: PSAT and SAT.
- d. *Traditional Classroom Assessments*: Quizzes, essays, projects and exams will be delivered regularly in each class.
- e. To measure overall school success, an API of 750 or higher will be the academic benchmark of student success at OCA.

Students will be measured in non-curricular areas such as class attendance and discipline to ensure they are performing at the level stated in the school's mission statement. For example, classes will compete with each other for the greatest number of consecutive days of perfect attendance. It will be monitored within each classroom and posted on a bulletin board in the hallway. It is our belief that non-curricular areas, such as attendance, are often ignored at urban middle schools. When it comes to student achievement, we believe that students develop quicker when they are held accountable for both attendance and performance.

The scores from all student assessments will be analyzed and shared with each family. Teachers and the administrator will critically analyze student data, identify strengths and develop individualized learning plans and defined goals for their students and classrooms.

Goals will be clearly communicated to students. Student progress will be tracked and discussed with both students and families on a regular basis. Normative student assessments and analysis help administrators manage their schools more effectively as they can clearly identify problem areas for certain students or subjects and allocate resources to address those areas.

Setting goals and objectives for academic performance at OCA will involve the following:

- ξ *Setting measurable standards and goals*: Staff will identify what students should know (content standards) and what they should be able to do (performance standards) in all learning areas. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students demonstrate in each subject area, grade, or skill level.
- ξ *Linking standards to curriculum and assessments*: standards, curriculum, and assessments will be aligned with each other, with state guidelines, and with OCA's educational goals. Professional development will include training in the use of data-driven decision-making, and

staff will review the alignment of normative assessments with the state content standards each year. Literature novels will be aligned with state Language Arts and Social Studies standards.

- ξ *Determining assessments*: that will actually measure if curriculum content has been grasped, and monitoring progress toward goals. This includes a combination of projects, exhibitions, presentations, and criterion-referenced assessments. Progress will be objectively measured by the annual statewide assessments for each grade (STAR, CELDT). Classroom teachers will also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams.
- ξ The staff will set baseline expectations for incoming students (e.g., information from previous assessments), recommend additional support if needed, and administer all assessments, including school, district, and state-required testing.
- ξ OCA will utilize the California Standards Test, CAT6, Grade Point Average (GPA), and California English Language Development Test (CELDT) results to measure students' academic preparedness. In addition, OCA will use the Academic Performance Index (API), Adequate Yearly Progress (AYP), student dropout rate, graduation rate and attendance as school-level indicators of success. The Site Coordinator and teachers will also monitor individual student progress to ensure students are making academic progress on the state content standards of each grade level before being advanced to the next grade. The OCA staff will have a student-success team (SST) for students experiencing academic difficulties. Teachers, families, special education teachers and the Site Coordinator will serve on this committee.
- ξ Student progress reports will be sent to families every three weeks for students who receive a C- or lower in any subject. The students who receive progress reports for low academic performance may participate in conferences with their family representative and teacher. Through this process, strategies will be developed to enhance the student's opportunity for academic success at OCA

The following table outlines OCA's internal and external student assessment methods:

Table I

Name of Assessment	Month/Season Administered	Purpose for Administering
STAR	Fall	Review the STAR test results from student's previous year to compare with grade-level goals and objectives for state and classroom standards.
Curriculum Referenced Tests and Assignments	Ongoing	To measure student progress with the state-aligned curriculum implemented in every core content subject area. Students will also perform various writing samples throughout the year.
Test Preparation (Skills Connection)	Ongoing	To prepare students for the state subject matter on state STAR assessments.
Teacher Assessments	Ongoing	Teachers will use normative assessments to measure student levels on a monthly basis.
PSAT	January	8 th graders will take the PSAT for prep school / program entrance.
CELDT	October	To assess English learners listening, speaking, reading, writing skills in English.
SAT	December/January	7 th & 8 th graders will take SAT for John Hopkins CTY program.
STAR Test Battery CAT 6	April/May (Spring)	To measure student grade level knowledge through state comparisons, and give OCA state ranking.

OCA will be held accountable for the development and implementation of these outcomes. These efforts will be reviewed annually by the school's student-success team (SST), comprised of teachers, families, and administrators. The school will establish "benchmarks" to measure the academic skills required for students to progress to the next grade level.

D. Use and Reporting of Data

OCA will send student assessment results to parents in the progress reports. OCA will send these student academic progress reports to families every three weeks to inform them if their children are receiving a C- or lower in any subject.

OCA families will be informed in an ongoing basis throughout the year of their child's academic progress. OCA will be accountable to multiple constituencies: students and their families, its Governance Board, OUSD, and the California State Department of Education. Accountability to each of these constituencies includes fiscal and academic performance.

IV. GOVERNANCE STRUCTURE

*[Ref. California Education Code §5477605(b) and Ref. Criteria for Review; CCR-5 §11967.5.1(f)(4)]
The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California Education Code Section 47605(b)(5)(D)*

The school government is reflected by way of its governing structure, the curriculum, student guidance and school code of conduct. The OCA Governance Board will be comprised of five diverse community members. The OCA Site Coordinator will report directly to the Oakland Charter Academies Executive Director. The Executive Director will report directly to the Governance Board. (Please see Appendix B, OCA Organizational Chart, page 33).

The OCA Governance Board will come under the by-laws and articles of incorporation for OCA. The OCA Governance Board is the responsible agent for the accountability requirements established by California Senate Bill 1448 and the charter itself, as well as policies regarding staff and board responsibilities, school goals, personnel, budget development and approval. The school calendar and the selection of the school's administrative leadership are the responsibilities of the Governance Board.

The Governance Board is responsible for establishing subcommittees and delegating authority as needed. The Governance Board's main roles include establishing and approving all major school policies, contracts, annual budget, fiscal affairs, liability insurance and choosing and evaluating the Director of the school. The school's by-laws require approval by a minimum of three Governance Board members. Potential board members are recommended to the existing Oakland Charter Academy/ High School Board. The board applicants shall submit a letter of interest and preferably a resume.

The existing Oakland Charter Academy Board members vote on the new Governance Board members. A minimum of one family member, one community member, one educator and one businessperson serve on the Board. These Governance Board members will reflect the student population and be of a diverse professional background.

The Governance Board will meet at 6:00 p.m. on the third Friday of every three months in the Oakland Charter Academy Executive Office. All Governance Board members must complete 16 hours of training in charter school governance and finance. The OUSD Board may appoint an individual to serve on the Governance Board. They may make recommendations, participate in discussions and participate fully in all respects.

OCA will have a family advisory committee that reports to the Governance Board. They will work on such areas as the family-student handbook and other activities to ensure the charter school meets its mission and that students are served appropriately. The Governance Board is responsible for approval of school budget, expenditures, hiring the Executive Director and school governance.

Day-to-day school operations are handled by the Site Coordinator. Classroom teachers and the administrator make the decisions regarding curriculum and instruction, classroom management issues, student assessment, and services. The Director is responsible for recommending all credentialed and classified employees to the Governance Board for employment approval.

Families have the opportunity to participate in daily class activities, graduation, CTY, OCA Orchestra performances, spring festival, and the Governance Board at the school site. All volunteers and employees must provide a Live Scan background check. Families will also be involved in their child's education at home. The aim of OCA will be to ensure that families are actively involved in the child's education.

Families or community members who contact a Governance Board member(s) regarding school personnel issues shall direct their concerns to the OCA Site Coordinator. If the matter is not resolved after following proper procedures with the Site Coordinator, the person(s) may proceed to the Executive Director. The Executive Director will serve in the capacity of Ombudsman if matters cannot be resolved initially at school site.

If the informal discussion fails to resolve the dispute adequately, the dispute will then be referred, in writing, to the Governance Board or its designee. The written statement should set forth the essential facts, the school policy, or other relevant principle(s) violated, and desired outcomes. A Governance Board member performs an investigation into the essential facts of the dispute, conducting interviews where necessary. The parties involved and the President or designee, schedule a meeting to discuss the dispute and findings. The President or designee may question the disputants or request additional information. If not sufficiently resolved, the parties may request a closed session at the regular Governance Board's meeting to hear and take appropriate action on the dispute. At such a hearing, the President or designee provides a written report on the dispute and the investigation. Each party is allowed to present its statement for an equal amount of time (approximately 3 minutes). The Governance Board is then given an opportunity to ask questions of the disputants and, where necessary, witnesses. All complaints against a specific employee are heard in closed session. The Governance Board will report any decisions rendered out of closed session.

V. HUMAN RESOURCES

[Ref. California Education Code §47605(b)(5)(E)]

A. Qualifications of School Employees

OCA staff will be:

1. dedicated to putting time, energy and effort into achieving the school's mission.
2. committed to working with families as educational partners.
3. willing to become learners as well as teachers in the school.
4. knowledgeable in understanding the needs of a culturally diverse student population, which includes language minority students.
5. willing to work and enjoy working with young adolescents.
6. sensitive to social, cultural, and academic needs of the students.
7. willing and able to plan cooperatively with other teachers.
8. willing to team with other teachers in the classroom.
9. willing to help define and participate in staff development.
10. willing to take a leadership role in various aspects of the school's program.
11. flexible and open to change.
12. able to work effectively with other adults.
13. aware that they make a difference in the lives of their students.
14. able to successfully pass a background check by the Department of Justice
15. in possession of or working towards the appropriate credential in a teacher credential program that meets the No Child Left Behind Act of 2001.
16. in possession of a current CPR certification and TB tested.

17. willing to work as a team to ensure students are provided the opportunity to receive a quality education.

Staff members will participate in in-service sessions based on their professional needs, as well as on school-wide priorities. Staff development will allow the faculty to keep current with educational issues related to ELL students, adolescents and school improvement. The format of this training will be varied and determined by the staff. OCA will work with other charter schools and other educational institutions to provide effective staff development. All employees of OCA will have “at will” contracts each year.

OCA will employ a teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. The teachers will monitor students’ daily attendance, weekly lesson plans, grading systems and student matriculation. The OCA Site Coordinator must have a minimum of three years classroom teaching, and hold at minimum a Master’s Degree.

The Site Coordinator oversees the day-to-day operations of the school, prepares teacher credentialing for site staff, and monitors its processing. They also maintain student discipline, and reports to the Executive Director on the progress of the school’s academic excellence, maintains a balanced budget and drafts annual budget proposals for the Governance Board’s review. The Executive Director monitors the development and implementation of all programs, the development of the regulations for implementing the No Child Left Behind Act of 2001, organizes staff development, and meets with the Governance Board.

B. Compensation and Benefits

A statement of whether charter school staff will participate in California's State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), or federal Social Security (Education Code 47605(b)(5)(K)). Note: If a charter school elects to have its teachers participate in the STRS system, then all teachers must do so (Education Code 47611).

All OCA employees will participate in the federal Social Security System. The OCA Governance Board will have the option to participate in the State Teachers Retirement System (STRS) or Public Employees Retirement System (PERS). If OCA chooses to participate in STRS/PERS program, it will work directly with the Alameda County Office of Education and STRS/PERS to provide the appropriate payroll information.

Oakland Charter Academy will provide mandatory benefits such as workers’ compensation, unemployment insurance, Medicare and social security. OCA will provide health, dental, and vision insurance to each employee. Merit pay, \$500 for perfect teacher attendance each year, and a Christmas bonus will be awarded as they have proven to be effective at our school in the past.

C. Employee Representation

Governing Law - A declaration as to 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.—California Education Code Section 47605(b)(5)(O)

OCA will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. OCA will comply with all provisions of the Educational Employment Relations Act (EERA) and act independently from OUSD for bargaining purposes. In accordance with EERA, employees may join and be represented by an organization of their choice for collective bargaining

purposes. If OCA employees elect to be represented by an organization for collective bargaining purposes, all employees will be individually contracted. The individual contracts will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, standards for performance evaluation, and bonuses.

D. Rights of School District Employees

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

OCA 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 OCA Governance Board.

OCA 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 OCA 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. OCA pays a higher starting salary and benefits for teachers than OUSD.

E. Health and Safety

Governing Law - The procedures that 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 record summary as described in Section 44237.—California Education Code Section 47605(b)(5)(F)

Seismic Safety: The school facility meets City of Oakland building and inspection guidelines. Staff training on emergency, first aid response, fire and earthquake drills are conducted regularly and as needed.

Emergency Procedures: Regular fire and earthquake drills are conducted at school. Families are made aware of the following procedures for a major emergency:

Students will be kept safe and secure at the school to the best of our ability until an authorized adult comes for them. Families should refrain from calling the school; the telephone lines will need to be available for contact with emergency services. Outside entrances will be locked for security. One staff member will be assigned to open the main door. In the event of an earthquake, students are released only to family or other persons designated on the school earthquake emergency form. A designated adult must sign to release a student. Families familiar with emergency procedures may volunteer their services.

Drugs or Tobacco: Students using, possessing, or being under the influence of drugs and alcohol on school property, or in going to and from school are immediately taken into the care of a teacher or counselor, and the family or guardian is notified. Student and family must go into drug and alcohol counseling for the student to remain in school. Substance abuse is recognized as part of a larger family and community problem and must be dealt with in an ongoing basis through education.

Health Screening: The school will work with Mira Loma Clinic, Native American Health Center, Oakland Unified School District, or individual physicians to provide eye, ear, and scoliosis examinations to the students. Families will be informed of any problems that are observed.

Immunizations: Immunization verifications are required of all new students to comply with state and county regulations.

Illness/Injuries at School: Families will be informed not to send their child to school if he/she is not feeling well. The child should be fully recovered before returning to school. Families must call the school office on the morning of their child's absence.

Should a student be injured or become ill, the family will be contacted. Ordinarily, no pupil is permitted to go home before this contact is made. If the family cannot be reached and the illness or injury is serious enough to require medical attention, the Site Coordinator will consult the student's emergency card for authorization.

Families are required to notify the school office immediately of any changes of telephone numbers on the emergency card (including numbers to contact in case parent/guardian cannot be reached), or any other health information.

Contagious Conditions: If a child acquires a contagious disease (i.e.: chicken pox, head lice, measles, etc.), parents are requested to inform the office immediately.

Physical Education Class: A student who is unable to participate in a physical education class on a given day must have a written note from a parent or guardian. If health factors limit a student's participation beyond a week's time, written documentation from a physician is required.

Medications: Medications are not furnished to students by the school. No medication of any kind will be administered by school personnel without appropriate written consent. Medications that need to be taken during school hours must be brought to the office with a note of explanation from the parent regarding time and dosage.

Child Abuse: Staff members are required by law to report known or suspected incidents of child abuse to a child protective agency. These regulations protect the safety of students.

F. DISPUTE RESOLUTION

Governing Law - The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

The intent of the OCA dispute resolution process is to:

1. resolve disputes within OCA pursuant to the school's policies
2. minimize the oversight burden on OUSD
3. ensure a fair and timely resolution to disputes
4. frame a charter oversight, renewal process and timeline to avoid disputes regarding oversight and renewal matters.

The staff and OCA Governance Board members of the school and the district agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute

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

The district shall not intervene in any such internal disputes without the consent of the OCA Governance Board and parent advisory committee of the school. The district shall refer any complaints or reports regarding such disputes to the OCA Governance Board or Executive Director of the schools for resolution. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the district believes there is evidence of a threat to the health and safety of a student at the school. If this should occur, OUSD should respond in writing to the OCA appointed ombudsman board or President to describe the matter.

Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below. In the event of a dispute between the school and the grantor, the staff and Governance Board members of the school and District agree to first frame the issue in written format and refer the issue to the superintendent of the District and Executive Director of the school or their assigned representative. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Executive Director and representative shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties will identify two representative members from their respective boards who shall jointly meet with the superintendent or designated representative of the District and Executive Director of the school to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent's representative and Executive Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly by the superintendent and Executive Director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the Governance Board of the school and grantor jointly agree to bind themselves. Each party will be responsible for its own financial cost that may arise from a dispute. OCA will utilize funds from a reserve fund to cover costs of such dispute. The granting agency may inspect or observe any part of the school at any time.

If the Governing Board of the District believes it has cause to revoke this charter, the OUSD Board agrees to notify the OCA Governance Board in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action. OUSD agrees to receive and review the annual fiscal and programmatic audit and annual performance report. Within two months of the receipt of this annual review, the charter-granting agency must notify the OCA Governance Board whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES
Governing Law - Admission Requirements, if applicable—California Education Code Section 47605(b)(5)(H)

A. Student Admission Policies and Procedures

The emphasis shall be meeting the educational needs of socio-economically disadvantaged students and other students as enrollment allows. Those who enroll will also be given a copy of the student-family contract that they must read and sign. The enrollment schedule and school calendar will be provided for all families. The recruitment process will be ongoing. This process will occur in the various communities throughout the Oakland Unified School District. Students from various language, economic and religious backgrounds will be encouraged to enroll in OCA.

Admission to OCA requires:

1. complete OCA application packet
2. district data card
3. copy of student immunization records.
4. signed copy of OCA student contract and agreement to participate and abide by school guidelines

Enrollment in OCA will be voluntary. In the event applicants exceed the school's enrollment capacity, a public random lottery will be implemented. OCA will have an open admissions policy. OCA will be nonsectarian in its programs. Tuition will not be charged to any student who enrolls in the school. Enrollment is encouraged through the summer for the upcoming school year. The majority of students will be enrolled by February 3rd of each school year. OCA will admit students without regard to ethnicity, national origin, gender, disability, or language, etc. The school has a non-discriminatory admissions policy.

B. Non-Discrimination

Governing Law: The means by which the school will achieve 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. —California Education Code Section 47605 (b)(5)(G)

As previously noted, students are considered for admission without regard to ethnicity, national origin, gender, disability, sexual orientation, race, gender identity or achievement level. Recruitment strategy will be carried out throughout various communities to provide families the opportunity to enroll in the school. OCA will work with various community organizations, Oakland charter schools, and Oakland public schools to recruit a diverse student population that reflects the community.

C. Public School Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —California Education Code Section 47605(b)(5)(L)

Students of OCA will be free to attend the existing OUSD schools rather than OCA. Preference is given to OUSD's students over students from outside of the district for admission to OCA. Students may wish to seek inter-district attendance alternatives in accordance with OUSD policy. Oakland students have the same right to apply for admission to OCA. Students who do not reside within OUSD will need Governance Board approval to attend OCA. This does not mean they are not able to attend a public school of OUSD.

Prior to enrollment, parents and prospective students are briefed regarding the charter school's mission and philosophy, and they are asked to commit to working with and supporting the school's policies and procedures. Students who choose not to attend OCA or who leave OCA, will have the

option to attend Oakland public schools in accordance with district enrollment and transfer policies. OCA will develop a student record system and transfer student records to and from appropriate schools as necessary.

D. Suspension/Expulsion Procedures

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

SUSPENSION

Structure and discipline will be an integral part of the OCA curriculum. If a student is disrespectful (talking back to an adult, cursing, refusing to follow a directive, etc.) or disrupting the classroom environment, a meeting will be scheduled with the Site Coordinator and teacher to address the issue. The consequence will be one or all of the following: cleaning of the school, on-campus suspension, or staying after school for one hour. A second incident involving the same type of behavior will result in a meeting after school that includes the student, family, teacher, Site Coordinator and Executive Director.

OCA policies will be listed in the Student-Family handbook and distributed to families. The Student-Family handbook will describe our policies regarding academic achievement, attendance, mutual respect, substance abuse, fighting, safety, and homework. All students and families will sign a document confirming they have received this information before enrolling in the school. Any student who repeatedly violates these policies must meet with the teacher, Site Coordinator, and in some cases, the parents. The school will have written documentation outlining a plan of action to improve the student's behavior. Failure to improve or meet these expectations may result in a campus suspension or expulsion. The Site Coordinator will follow the adopted school policies in dealing with such issues as noted above. Those who present an immediate threat to the health and safety of others will be suspended.

EXPULSION

OCA views expulsion as a drastic step and one that may affect a child's future. Every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. Any fighting incident brings the student immediately before the school administration and his/her family. The administration investigates the incident and determines actions to ensure the safety of the student. Student abuse of another student will result in suspension. Students using, possessing, or being under the influence of drugs or alcohol on school property will be suspended. The student and family must immediately participate in a substance abuse program in order to remain at school. Weapons such as firearms will result in expulsion. The legal guardian will immediately come to take the child home. Students' disabilities are considered when making decisions about suspension and/or expulsion. Our school's policy will provide all students with the opportunity of due process. These policies will be periodically reviewed and modified each year.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

A. Budgets

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. —California Education Code Section 47605(g).

OCA will continue to operate a sound financial school (Appendix C, Page 35). Table I is an estimated funding model of categorical funding sources for 2008-2009 at OCA. The total estimated funding for the first year is \$864,152.00. Table II shows an estimated staffing cost of \$528,212.00. Table III shows a three-year (2008-2011) operational planning budget with expenditures for OCA. Table I shows a bank reserve balance of \$608,180.11 for OCA, (see appendix G). Table IV reflects the estimated twelve-month revenue of \$864,152.00 and OCA's total expenditures of \$846,372.96 for 2008-2009, with a cash reserve of \$1,7779.60, for operation. OUSD's transfer guide for charter school payments during a fiscal year was used as a framework to determine OCA's income and expenditures for 2008-09. Each year a 4%, increase was added for expenditure cost and 3% for revenues.

B. Financial Reporting

The Executive Director of OCA, after consultation with the school's governing body, will submit an annual budget to the OCA Board during the spring of each year. OCA's annual fiscal period runs from July 1 through June 30. The Governance Board must approve the preliminary annual budget by July 1 of each fiscal year. On or before December 15, the charter school provides an interim financial report that reflects changes. A final non-audited financial report for the full prior year shall be provided. The above interim reports and non-audited final reports will be provided to OUSD and county superintendent of schools.

The Oakland Charter Academy Governance Board has developed a sound financial planning and reporting system and budget. The Site Coordinator and Executive Director will provide required financial reports to ensure fiscal responsibility. Internal control mechanisms will address legal compliance, government access to records, accounting procedures, cash management, budget development, financial reporting, and property management. OCA will operate under the existing 501c(3) (See Appendix E, Pg. 41.

C. Insurance

OCA will continue to maintain general liability, workers' compensation, and other necessary insurance coverage as required by the OUSD. Insurance is maintained to meet OUSD requirements. OCA has obtained quotes from State Compensation Insurance Fund of California and other sources for budgeting purposes. Oakland Charter Academy agrees to hold harmless OUSD regarding liability issues.

Charter School Insurance Requirements

Throughout the life of this contract, the Charter School shall pay for and maintain in full force and effect with an insurance company(s) admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A-VII", very low, in Best Insurance Rating Guide, the following policies of insurance:

1. COMMERCIAL GENERAL LIABILITY insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
2. COMMERCIAL GENERAL LIABILITY insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.

3. WORKERS' COMPENSATION INSURANCE, as required by the California Labor Code, with not less than statutory limits.

D. Administrative Services

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

With the exception of services performed by OUSD in providing oversight to OCA 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 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, OCA may request OUSD services on a pay-for-service basis.

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

The Executive Director will prepare financial statements such as a balance sheet, income statement, and statement of cash flow. Financial statements are accessible to the independent auditor, school officers, OUSD, families of OCA, students and any Governance Board members who want to assess the school's financial condition. In addition, OCA will continue to 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.

E. 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).

Oakland Charter Academy will continue to be located at 3001 International Blvd., Oakland, California. This has been the Oakland Charter Academy School Site since 1999.

F. Transportation

OCA will not provide transportation of students to and from school. It is the responsibility of the students' families to provide transportation to OCA, except when transportation is required by a student's IEP.

G. Audits

Governing Law: The manner in which an annual, independent financial audit 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—California Education Code Section 47605(b)(5)(I)

Audit: OCA will continue to cooperate with all policies of the Oakland Unified School District in requiring an annual audit of our financial and programmatic operations to ensure that it is in compliance with pertinent state and federal regulations. Financial books will be kept in accordance with State Accounting Procedures for Schools. An independent, certified auditor will be contracted by the Executive Director to conduct an annual financial audit that is given to the OCA Board, OUSD, ACOE, and the California Department of Education.

Fiscal: The audit is fiscally independent of the District. It will cover July 1 to June 30 of each school year. The audit report will be completed by December 15, and a copy will be forwarded to the District charter school office. The audit will document the accuracy of the school's monthly financial statement, attendance, and enrollment practices. It reviews the school's internal controls. The audit will follow general accounting principles applicable to charter schools. It is consistent with the requirements under applicable federal law.

The annual audit is forwarded to the Oakland Unified School District, the County Superintendent of Schools, the State Controller and the CDE by December 15th. The Charter School audit committee will review the audit and report to the Charter Board any deficiencies and recommendations on how to correct them. The Governance Board reports to the OUSD any deficiencies that occurred and how they will be resolved.

Anthony Jeffery Capuli, a certified public accountant firm located at 4509 Appaloosa Way, Antioch, CA, will be retained to do our audit. The audit costs will not exceed \$6,500 per year. The scope of the work will document enrollment, teacher certification, and will ensure accounts are set according to the California Department of Education's financial procedures. The audit will occur between September and October each year. It will be provided to the District by December 15th of each year. This C.P.A. firm has audited other charter schools and complies with audit standards.

H. Closure Protocol

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 OCA, the Governance Board will refer to the Executive Director for management of the process. This process shall include a final audit to determine the disposition of all assets and liabilities of the school. Families of children enrolled in OCA will be informed. A list of all students attending OCA will be forwarded to the Oakland Unified School District.

OCA 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 OCA, 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 OCA.

I. School Management Contracts

OCA will be a self-managed entity that will follow the OCA Governance Board and school management guidelines. Oakland Charter Academy has proven to have an effective management

system during the past five years. OCA has no intention of entering into a contract or any other agreement with an educational management organization.

VIII. IMPACT ON THE CHARTER AUTHORIZER

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. California Education Code Section 47605(g)

The students who attend OCA may have an impact on the OUSD enrollment because these students will be transferring from other charter schools, private schools and local elementary schools.

The use of our facilities will have no impact on the District. The specific terms of the school's use of these facilities will be governed by the terms of the school's charter and related agreements and leases. It is the charter school's plan to rely on the founders' experience in operating charter schools.

The Governance Board does not foresee any civil liability in regard to OCA or OUSD. OCA will not access or rely on the District for favors, services, or support in day-to-day operation of the charter school. The term of this charter will begin on June 1, 2008, and expire five years later on May 31, 2013. All written communications between OCA and OUSD should be sent by First Class Mail to the following addresses:

1. Oakland Charter Academy
3001 International Blvd.
Oakland, CA 94601

2. Oakland Unified School District
Charter Schools Division
1025 Second Ave.
Oakland, CA 94606

¹ Oakland Unified School District Data Portal: <http://webportal.ousd.k12.ca.us> October 2005

² Oakland Unified School District Data Portal: <http://webportal.ousd.k12.ca.us> October 2004

³ .Putting Education to the test: A value-added model for California
Harold. C Doran and Lance T. Izumi (Pacific Research Institute 2004) www.pacificresearch.org

Appendix A
OCA
ACADEMIC PERFORMANCE INDEX

Oakland Charter Academy School

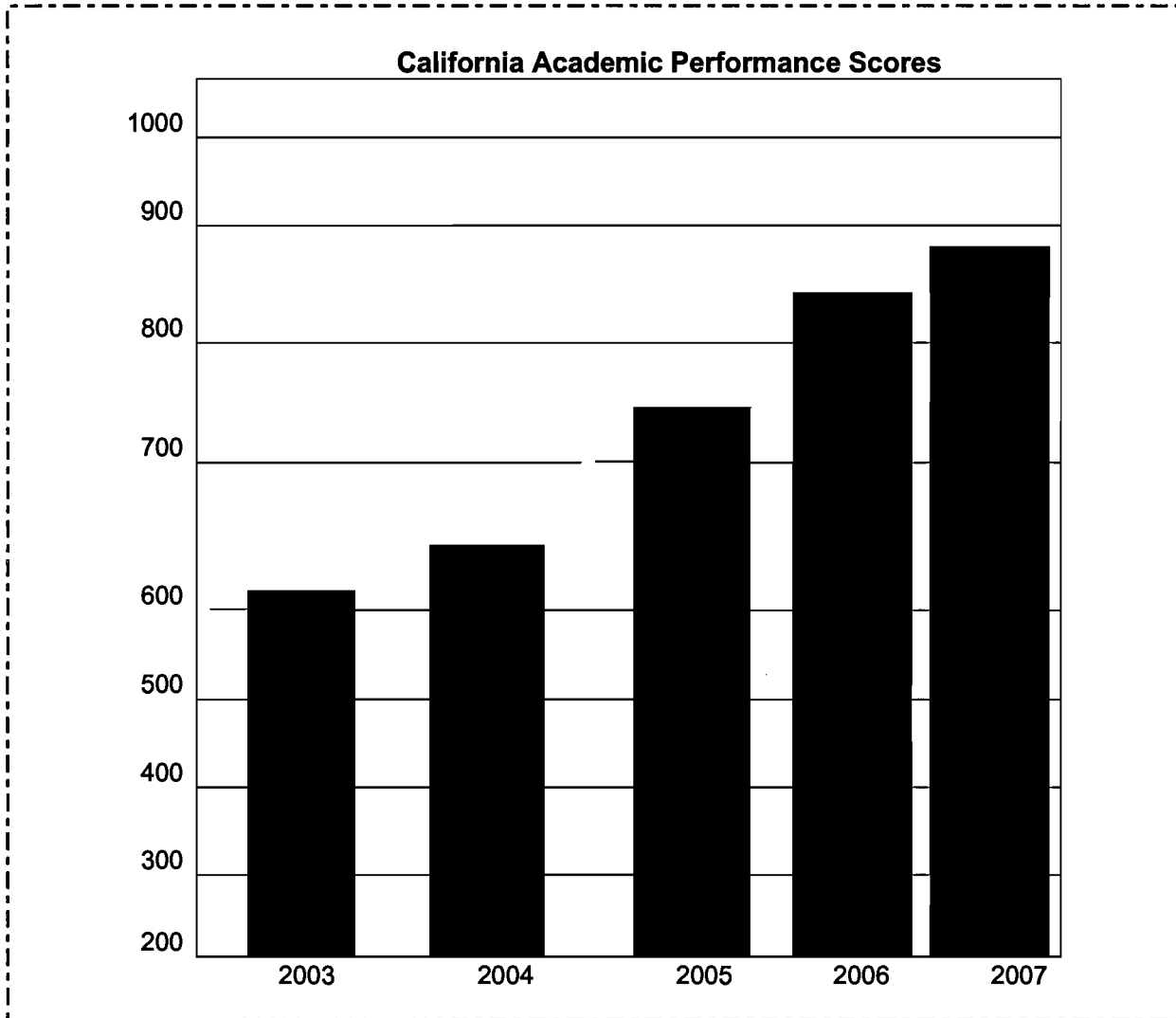
3001 International Blvd

Oakland, CA 94601

(510) 532-6751

OCA Overall Academic Performance Index Scores

2003-2007



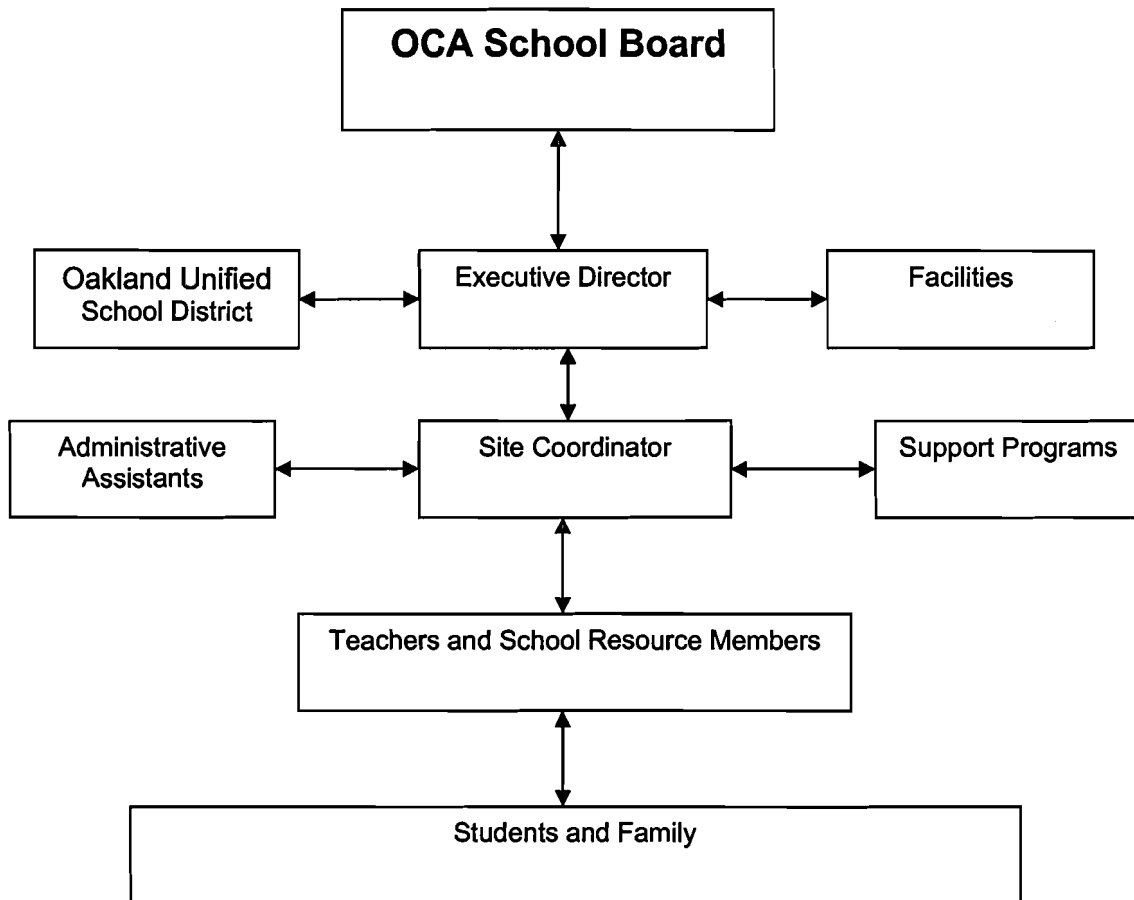
Data Provided by the California Department of Education (CDE); www.cde.ca.gov

Year	API Scores	Met Growth Target/NCLB
2002-2003	602	NO
2003-2004	650	NO
2004-2005	744	YES
2005-2006	857	YES
2006-2007	897	YES

Appendix B

OCA ORGANIZATIONAL CHART

2008-2013 Oakland Charter Academy Flow Chart



Appendix C

OCA Budget and Expenditures

Table I: OCA Estimated Funding Model and Categorical Funding Sources 2008-2009 Rates

Assumptions	6th	7th-8th	Totals
Enrollment	50	100	150
Percent students who attend on average day	98%	98%	
Estimate Average Daily Attendance (ADA)	98	98	146
General Purpose funding grant	\$4,787	\$4,926.00	
Categorical block grant	\$279	\$279.00	
Lottery Revenue per ADA	\$124	\$124.00	
Total Rate Apportionment per ADA	\$5,190	\$5,329	
Total Apportionment (rate X ADA)	\$254,310.00	\$522,242	\$776,552
Other State Revenues			
Summer School			\$0.00
Title I			\$ 87,600
Subtotal			\$ 864,152
Other State Revenues			
Bank Reserve 2007 (Appendix E, Pg.)			\$608,180.11
Total All Revenues			\$ 1,472,332

Table II OCA Estimate staffing Operating Cost (in detail) 2008-2009

Assumptions					
Classroom Teachers	7				
Clerical Staff	1				
Site Coordinator	1				
Average Teacher salary	\$45,000				
Health Insurance (per Employee)	\$3,000				
Dental Insurance	0				
Vision Insurance	0				
Social Security	8.25%				
Other retirement					
FICA	6.45%				
Medicare	1.45%				
Workers Comp	5.053%				
Unemployment Insurance	1.33%				
Substitute Days	15				
Substitute Cost/Day	\$160				
Salary and Benefits Costs	Coordinator	Teachers	Clerical	Substitues	Totals
Base Salary	\$60,000	\$315,000	\$32,000	\$2,400	\$409,400.000
Bonus Salary					
Health	\$3,000	\$21,000	\$3,000		\$27,000
Dental					
Vision					
Social Security	\$4,950	\$25,991	2,640		\$33,581
Other Retirement					
FICA	\$3,870	\$20,321	\$2,064		\$26,255
Medicare	\$870	\$4,571	\$551		\$5,992
Workers Comp	\$3,032	\$15,918	\$1,617		\$20,567
Unemployment Insurance	\$798	\$4,193	\$426		\$5,417
Totals	\$76,520	\$406,994	\$42,298	\$2,400	\$528,212.000

Table III:OCA Assumption Three Year Operational Planning Budget and Expenditures 2008-2011

REVENUES	2008-09	2009-010	20010-11
State Revenues			
Purpose Funding	\$717,311.00	\$738,830.33	\$760,995.23
State Categorical	\$41,013.00	\$42,243.39	\$43,510.69
Economic Impact Aid	\$0.00	\$0.00	\$0.00
Lottery	\$18,228.00	\$18,774.84	\$19,338.08
State Class Size Reduction	\$0.00	\$0.00	\$0.00
Staff Development Buy-Back	\$0.00	\$0.00	\$0.00
Summer school	\$0.00	\$0.00	\$0.00
Other local	\$0.00	\$0.00	\$0.00
Subtotal: Less 1% Oversight Fees	\$768,786.48	\$791,850.00	\$815,605.57
Federal Reserves			
Title I - IV	\$87,600.00	\$90,228.00	\$92,934.84
Federal Class Size Reduction	\$0.00	\$0.00	\$0.00
Grants/Fundraising	\$0.00	\$0.00	\$0.00
Total Revenues	\$856,386.48	\$882,078.00	\$908,540.41
EXPENDITURES			
Salaries & Benefits			
Coordinator	\$60,000.00	\$62,400.00	\$64,896.00
Teachers	\$315,000	\$327,600.00	\$374,400.00
Clerical/Support	\$32,000.00	\$33,280.00	\$34,611.00
Substitute Teachers	\$2,400.00	\$2,496.00	\$2,595.00
FICA	\$26,255.00	\$27,305.20	\$28,397.40
Medicare	\$5,992.00	\$6,112.00	\$6,256.48
Health Insurance	\$27,000.00	\$28,080.00	\$31,200.00
Social Security	\$33,581	\$34,753.68	\$38,615.20
Other Retirement	\$0.00	\$0.00	\$0.00
Workers Comp	\$20,567.00	\$21,284.64	\$23,649.60
Unemployment Insurance	\$5,417.00	\$5,606.64	\$6,229.60
Subtotal	\$528,212.00	\$548,918.16	\$610,850.28
Service & Other Operating Expenses			
Insurance (property & liability)	\$5,000.00	\$5,150.00	\$5,304.50
Nurse	\$3,200.00	\$3,328.00	\$3,461.12
Accounting/Bookkeeping	\$30,000.00	\$31,200.00	\$32,448.00
Janitorial	\$24,000.00	\$24,960.00	\$25,958.40
Student TestingAssessment	\$2,000.00	\$2,080.00	\$2,163.20
Travel/Conference/Workshops	\$1,000.00	\$1,040.00	\$1,081.00
Copying & Printing	\$4,600.00	\$4,784.00	\$4,975.36
Staff Development	\$2,500.00	\$2,600.00	\$2,704.00
Gas & Electric	\$10,000.00	\$10,400.00	\$10,816.00
Telephone	\$3,600.00	\$3,744.00	\$3,894.00
Garbage/Recycling	\$3,600.00	\$3,744.00	\$3,894.00
Special Education	\$45,000.00	\$46,800.00	\$48,672.00
District Oversight Charge	\$7,765.52	\$8,076.14	\$8,399.18
Facilities/Capital Outlay			
Debt Service	\$0.00	\$0.00	\$0.00
Lease	\$120,000.00	\$124,800.00	\$129,792.00
Maintenance	\$12,000.00	\$12,480.00	\$12,979.20
Equipment Replacement	\$12,000.00	\$12,480.00	\$12,979.20
Other	0.00	0.00	0.00
Subtotal	\$286,265.52	\$297,666.14	\$309,521.16
Books and Supplies			
Instructional Materials	\$3,000.00	\$3,120.00	\$3,244.00
Textbooks	\$18,000.00	\$29,120.00	\$30,284.80
Other Books	\$1,000.00	\$1,040.00	\$1,082.00
Office Supplies	\$7,200.00	\$7,488.00	\$7,788.00
Cleaning Supplies	\$1,200.00	\$1,248.00	\$1,297.00
Other Supplies	\$1,500.00	\$1,560.00	\$1,622.40
Subtotal	\$31,900.00	\$43,576.00	\$45,318.20
Total Expenditures	\$846,377.52	\$890,160.30	\$965,689.64
Reserve (including 2007 reserve)	\$739,940.91	\$231,380.24	\$494,202.64
Total Revenues	\$856,386.48	\$1,622,018.91	\$1,139,920.65

Table IV: LJA Estimated Money Cash Flow and Expenditures 2005-2009

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
STATE REVENUE													
General-Purpose Funding (State)	\$0.00	\$0.00	\$129,259.44	\$0.00	\$0.00	\$81,241.95	\$0.00	\$0.00	\$53,224.48	\$26,612.24	\$26,612.24	\$53,224.48	\$380,174.83
General-Purpose Funding (property tax)	\$0.00	\$20,228.21	\$40,456.41	\$26,970.95	\$26,970.95	\$26,970.95	\$26,970.95	\$26,970.95	\$47,199.16	\$23,999.57	\$23,999.57	\$47,199.16	\$337,136.17
State Categorical	\$0.00	\$0.00	\$13,044.42	\$0.00	\$0.00	\$9,843.12	\$0.00	\$0.00	\$5,741.82	\$2,870.91	\$2,870.91	\$5,741.82	\$41,013.00
Economic Impact Aid	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Lottery	\$0.00	\$0.00	\$6,197.52	\$0.00	\$0.00	\$4,374.72	\$0.00	\$0.00	\$2,551.92	\$1,275.96	\$1,275.96	\$2,551.92	\$18,228.00
State Class Size Reduction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Staff Development Buy-Back	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Summer School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Local	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Federal Reserves	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Title I - IV	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$87,600.00	\$0.00	\$87,600.00
Title 2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Title IV	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Title VI	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Federal Class Size Reduction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grants/Fundraising	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$0.00	\$20,228.21	\$189,857.79	\$26,970.95	\$26,970.95	\$132,430.74	\$26,970.95	\$26,970.95	\$108,717.38	\$54,358.68	\$141,958.68	\$108,717.38	\$864,152.00
EXPENDITURES													
Coordinator	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$60,000.00
Teachers	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00	\$26,250.00	\$315,000.00
Clerical/Support	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$2,666.66	\$32,000.00
Substitute Teachers	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$2,400.00
FICA	\$2,187.91	\$2,187.91	\$2,187.91	\$2,187.91	\$2,187.91	\$2,187.91	\$2,187.91	\$2,187.91	\$2,187.91	\$2,187.91	\$2,187.91	\$2,187.91	\$26,255.00
Medicare	\$499.33	\$499.33	\$499.33	\$499.33	\$499.33	\$499.33	\$499.33	\$499.33	\$499.33	\$499.33	\$499.33	\$499.33	\$5,992.00
Health Insurance	\$2,250.00	\$2,250.00	\$2,250.00	\$2,250.00	\$2,250.00	\$2,250.00	\$2,250.00	\$2,250.00	\$2,250.00	\$2,250.00	\$2,250.00	\$2,250.00	\$27,000.00
Social Security	\$2,798.41	\$2,798.41	\$2,798.41	\$2,798.41	\$2,798.41	\$2,798.41	\$2,798.41	\$2,798.41	\$2,798.41	\$2,798.41	\$2,798.41	\$2,798.41	\$33,581.00
Other Retirement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Workers Comp	\$1,713.91	\$1,713.91	\$1,713.91	\$1,713.91	\$1,713.91	\$1,713.91	\$1,713.91	\$1,713.91	\$1,713.91	\$1,713.91	\$1,713.91	\$1,713.91	\$20,567.00
Unemployment Insurance	\$451.41	\$451.41	\$451.41	\$451.41	\$451.41	\$451.41	\$451.41	\$451.41	\$451.41	\$451.41	\$451.41	\$451.41	\$5,417.00
Insurance (property and liability)	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$416.67	\$5,000.00
Nurse	\$266.66	\$266.66	\$266.66	\$266.66	\$266.66	\$266.66	\$266.66	\$266.66	\$266.66	\$266.66	\$266.66	\$266.66	\$3,200.00
Legal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Accounting/Bookkeeping	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$30,000.00
Janitorial	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$24,000.00
Student Testing/Assessment	\$166.66	\$166.66	\$166.66	\$166.66	\$166.66	\$166.66	\$166.66	\$166.66	\$166.66	\$166.66	\$166.66	\$166.66	\$2,000.00
Travel/Conferences/Workshops	\$83.30	\$83.30	\$83.30	\$83.30	\$83.30	\$83.30	\$83.30	\$83.30	\$83.30	\$83.30	\$83.30	\$83.30	\$1,000.00
Copying & Printing	\$383.38	\$383.38	\$383.38	\$383.38	\$383.38	\$383.38	\$383.38	\$383.38	\$383.38	\$383.38	\$383.38	\$383.38	\$4,600.00
Staff Development	\$208.33	\$208.33	\$208.33	\$208.33	\$208.33	\$208.33	\$208.33	\$208.33	\$208.33	\$208.33	\$208.33	\$208.33	\$2,500.00
Gas & Electric	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$833.00	\$10,000.00
Telephone	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$3,600.00
Garbage/Recycling	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00	\$3,600.00
Special Education	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$45,000.00
District Oversight Charge	\$647.12	\$647.12	\$647.12	\$647.12	\$647.12	\$647.12	\$647.12	\$647.12	\$647.12	\$647.12	\$647.12	\$647.12	\$7,765.52
Facilities and Capital Outlay													
Debt Service													
Lease	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$120,000.00
Maintenance	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$12,000.00
Equipment Replacement	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$12,000.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Supplies													
Instructional Materials	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$250.00	\$3,000.00
Textbooks	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$18,000.00
Other Books	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$83.33	\$1,000.00
Office Supplies	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$800.00	\$9,600.00
Cleaning Supplies	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$100.00	\$1,200.00
Other Supplies	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$1,500.00
Total Expenditures	\$70,531.08	\$70,531.08	\$70,531.08	\$70,531.08	\$70,531.08	\$70,531.08	\$70,531.08	\$70,531.08	\$70,531.08	\$70,531.08	\$70,531.08	\$70,531.08	\$846,372.96
Reserve for Category	-\$70,531.08	-\$50,302.97	\$119,328.71	-\$43,560.13	-\$43,560.13	\$61,899.66	-\$43,560.13	-\$43,560.13	\$38,186.30	-\$16,172.40	\$71,427.60	\$38,186.30	\$17,779.60
Total Revenues	\$0.00	\$20,228.11	\$189,857.79	\$26,970.95	\$26,970.95	\$132,430.74	\$26,970.95	\$26,970.95	\$108,717.38	\$54,358.68	\$141,958.68	\$108,717.38	\$864,152.00

Appendix D

Sample Schedule

Oakland Charter Academy Schedule of Classes 2008-2009

6 th Grade	Schedule
8:30 – 9:30	Language Arts
9:30-10:30	Science
10:30- 11:00	Literature/ grammar
11:00-12:40	Math
12:40- 1:00	Lunch
1:00- 2:00	PE
2:00- 3:00	History

7 th Grade	Schedule
8:30- 9:30	Language Arts
9:30 – 10:05	Literature/grammar
10:05- 10:50	PE
10:50- 12:40	Math
12:40- 1:00	Lunch
1:00- 2:00	History
2:00- 3:00	Science

8 th Grade	Schedule
8:30- 9:20	PE
9:20 – 10:20	Language Arts
10:20- 10:50	Literature/grammar
10:50- 12:40	Math
12:40- 1:00	Lunch
1:00- 2:00	History
2:00- 3:00	Science

7 th & 8 th Grade	Saturday Schedule
9:00- 10:00	PE
9:00- 12:00	Mandarin

Appendix E

OCA 501C (3)

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2508
CINCINNATI, OH 45201

COPY

DEPARTMENT OF THE TREASURY

Date: DEC 10 1997

OAKLAND CHARTER ACADEMY INC
4703 TIDEWATER AVE
OAKLAND, CA 94601-4910

Employer Identification Number:
94-3185735

DLN:
17053296027007

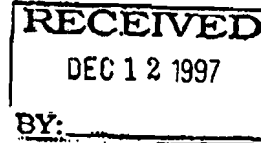
Contact Person:
EO CUSTOMER SERVICE

Contact Telephone Number:
(213) 894-2289

Accounting Period Ending:
June 30

→ Form 990 Required:
Yes

Addendum Applies:
Yes



Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Letter 947 (DO/CG)

OAKLAND CHARTER ACADEMY INC

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Letter 947 (DO/CG)

-3-

OAKLAND CHARTER ACADEMY INC

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



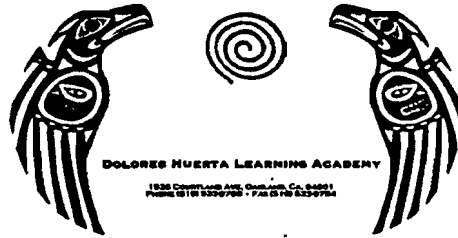
District Director

Enclosure(s):
Addendum

Letter 947 (DO/CO)

Appendix F

OCA II LETTERS OF SUPPORT



To: Oakland Unified School District

Fr: Rosa V. Rodriguez, DHLA SSC Parent Representative

Date: November 12, 2007

RE: Support of Oakland Charter Academy

I am very pleased to write this letter of support for Oakland Charter Academy. Dolores Huerta Learning Academy (DHLA) fully supports the successes of Oakland Charter Academy Middle School who is our neighbor in the Fruitvale District. The Board knows and respects the efforts of Mr. Lopez, the school leader, who once was the director of our school.

DHLA school leaders have recently visited Oakland Charter Academy in hopes of creating such a productive atmosphere at our school site. We were all equally impressed with the school culture exhibited by the entire school.

We look forward towards visiting the school more often in hopes of gathering a Best Practice Model for that will once and for all move DHLA forward. Dolores Huerta Learning Academy families support OCA's efforts to receiving their five-year charter petition renewal.

If you need further information give me a call at, 510-459-3703.

Sincerely,

A handwritten signature in black ink, appearing to be "Rosa V. Rodriguez", written over a white background.

Rosa V. Rodriguez



200 Pine Street, 8th Floor · San Francisco, CA 94104

Telephone: (415) 356-1200 · Fax: (415) 356-4010

myschool

December 4, 2007

Jorge Lopez
Oakland Charter Academy
3001 International Blvd.
Oakland, CA 94601-2203

Dear Jorge:

On behalf of the California Charter Schools Association I want to congratulate Oakland Charter Academy for being one of only 35 schools in the country nominated for the coveted NCLB-Blue Ribbon Schools Program!

Your school's success helps empower the charter school movement. We share the sentiments expressed by State Schools Chief Jack O'Connell, "I am tremendously pleased these outstanding California schools are receiving the national recognition they so clearly deserve."

Oakland Charter Academy sets the achievement bar at an all time high and it is because of your perseverance, determination, willingness to think outside the box and love and respect for students that triggers high achievement at your school.

We are proud of Oakland Charter Academy and of the remarkable and brilliant teachers who are making a difference in the charter school movement. Again, please extend the Association's congratulations and praise to your staff and students and let them know that we are proud of their success and achievements.

Best wishes,

Caprice Young
President/ Chief Executive Officer
California Charter Schools Association



East Oakland Leadership Academy
2614 Seminary Avenue
Oakland, Ca 94605
Phone: 510-562-5238 Fax: 510-562-5239

MEMO

To: Oakland Charter Academy
From: Dr. Laura Armstrong, Principal
Date: 12/16/07
Re: Letter of Support

I am pleased to write this letter of support for Oakland Charter Academy.

I have visited the school continuously and am always impressed with the level of student focus and drive. An API of 896 in the Fruitvale District is unheard of! I always suggest that people go over to OCA to see what the results are all about.

The best kept secret in Oakland is no longer a secret. I am very encouraged and happy to see that OCA has been nominated for the state and federal awards. I think it is almost an automatic that Oakland Unified School District renew the Oakland Charter Academy petition. It is one of the best schools in Oakland and perhaps the state.

We fully support Oakland Charter Academy without any hesitation.



Appendix G

Bank Statements



0546 P P
H 24-2



OAKLAND CHARTER ACADEMY
3001 INTERNATIONAL BLVD
OAKLAND CA 94601-2203

Your Bank of America Business Advantage Statement

Statement Period:
September 29 through October 31, 2007

Account Number: 05463-05942

At Your Service
Call: 510.649.6600

Written Inquiries
Bank of America
Fruitvale Branch
PO Box 37176
San Francisco, CA 94137-0001

Customer since 2001
Bank of America appreciates your
business and we enjoy serving you.

Our free Online Banking service allows you to check balances, track account activity, pay bills and more. With Online Banking you can also view up to 18 months of this statement online. Enroll at www.bankofamerica.com/smallbusiness.

Summary of Your Business Advantage Checking Account

Beginning Balance on 09/29/07	\$517,724.87	Number of checks paid	33
Total Deposits and Credits	+ 64,219.36	Number of electronic checks paid	0
Total Checks, Withdrawals, Transfers, Account Fees	- 63,760.13	Number of 24 Hour Customer Service Calls	
Ending Balance	\$518,184.10	Self-Service	0
		Assisted	0

Bank of America News

An introductory 0% rate is just the beginning. Call 1-888-663-6262 today to request the Platinum Visa Business card & receive all the great benefits!



CitiBusiness®



Citibank, N.A. 105
P. O. Box 26892
San Francisco, CA 94126-6892



68727R104F0130

000
CITIBANK, N.A.
Account
600519102
Statement Period
Nov. 1 - Nov. 30, 2007
Relationship Manager
US SERVICE CENTER
1-877-528-0990

Page 1 of 2

OAKLAND CHARTER ACADEMY
3001 INTERNATIONAL BLVD.
OAKLAND CA 94601-4910



CitiBusiness® ACCOUNT AS OF NOVEMBER 30, 2007

Relationship Summary:

Checking	\$89,996.01
Savings	-----
Investments (not FDIC Insured)	-----
Checking Plus	-----

SUGGESTIONS AND RECOMMENDATIONS

Offering more payment options can save you up to \$500. Open a new account with Citi Merchant Services Provided by First Data Merchant Services Corp. and get savings on application and service fees as well as the cost of a terminal.

Terms and conditions apply. Call 1-800-231-3531

SERVICE CHARGE SUMMARY FROM OCTOBER 1, 2007 THRU OCTOBER 31, 2007

Type of Charge	No./Units	Price/Unit	Amount
CITIBUSINESS CHECKING # 600519102			
Average Daily Collected Balance			\$89,996.01
DEPOSIT SERVICES MONTHLY MAINTENANCE FEE	1	15.0000	15.00
Total Charges for Services			\$15.00
Average collected balances			\$89,996.01
Less 10% reserve requirement			\$8,999.60
Balances eligible for Earnings Credit			\$80,996.41
Balances Required to Offset Service Charges			\$10,635.00
Earnings Credit allowance at 1.66000%			\$15.00 ¹
Charges Subject to Earnings Credit			\$15.00
Net Service Charge			\$0.00
Balances Available to Support Additional Services			\$70,361.41

1 - Maximum Earnings Credit cannot exceed monthly fees eligible for offset

Appendix H

Blue Ribbon Award/ Achievement Award Recognition



Contact:
Rel #07-149

Pam Slater

communications@cde.ca.gov916-319-0818
November 7, 2007

State School Chief Jack O'Connell Nominates 35 California Schools for National Honor

SACRAMENTO — State Superintendent of Public Instruction Jack O'Connell today announced the selection of 35 public schools as California nominees to the 2008 No Child Left Behind (NCLB)-Blue Ribbon Schools Program. The list of schools is attached.

"As we endeavor to close the achievement gap and prepare our students for the future, it is gratifying to acknowledge such important progress being made by hardworking educators and students throughout California," said O'Connell. "These schools have made great strides in ensuring their students are learning to their full potential."

NCLB-Blue Ribbon Schools is a national recognition program of the U.S. Department of Education. The 24-year-old program encourages states to nominate public kindergarten through grade twelve schools that are either academically superior or demonstrate dramatic gains in student achievement. Private schools are nominated by the Council for American Private Education.

Nominees must fit one of the following categories. The schools' student body must include 40 percent or more disadvantaged students whose level of proficiency places the school at the 60th percentile in English-language arts and mathematics in the highest grade tested when compared to other schools in the state. These schools show an "upward slope." All other schools must show a student proficiency level that places the school at the 90th percentile in English-language arts and mathematics in the highest grade tested when compared to other schools in the state.

Most of the schools nominated are 2007 California Distinguished Schools. Every school met the 2006 and 2007 (NCLB) Adequate Yearly Progress (AYP) and California Academic Performance Index (API) schoolwide and subgroup growth targets.

Nominated schools will submit an application to the U.S. Department of Education in February 2008. The weight of the review criteria will rest overwhelmingly on growth and achievement in English-language arts and mathematics over three years, including significant subgroups. The schools will need to meet 2008 AYP and API schoolwide and subgroup growth targets next fall. Those that meet these final targets will be honored at a ceremony in Washington, D.C. in the fall of 2008.

Each state is designated a number of schools it can nominate. California, with more than six million students and more than 9,300 public schools, is entitled to nominate 35 schools. Because there is no limit to the number of nominees that can be selected under the program, it is possible for all 35 nominees to be named Blue Ribbon schools.

For more information on the NCLB-Blue Ribbon Schools Program, visit the U.S. Department of Education's Web site at No Child Left Behind-Blue Ribbon Schools Program [<http://www.ed.gov/programs/nclbbrs/index.html>] (Outside Source).

Alameda	Fremont Unified	Mission San Jose High
Alameda	Oakland Unified	Oakland Charter Academy
Contra Costa	Acalanes Union High	Las Lomas High
Contra Costa	Walnut Creek Elementary	Walnut Creek Intermediate
El Dorado	El Dorado Union High	Oak Ridge High
El Dorado	El Dorado Union High	Ponderosa High
Fresno	Clovis Unified	Clovis East High
Humboldt	Arcata Elementary	Sunny Brae Middle
Los Angeles	Bellflower Unified	Albert Baxter Elementary
Los Angeles	ABC Unified	Gretchen Whitney High
Los Angeles	Los Angeles Unified	Harbor Teacher Preparation Academy
Los Angeles	Lynwood Unified	Lincoln Elementary
Los Angeles	West Covina Unified	Vine Elementary
Marin	Tamalpais Union High	Redwood High
Orange	Laguna Beach Unified	Laguna Beach High
Orange	Tustin Unified	Pioneer Middle
Orange	Ocean View	Sun View Elementary
Placer	Rocklin Unified	Granite Oaks Middle
Sacramento	Sacramento City Unified	Golden Empire Elementary
Sacramento	Sacramento City Unified	West Campus
San Bernardino	San Bernardino City Unified	Middle College High
San Diego	Coronado Unified	Coronado High
San Diego	San Diego Unified	The Preuss School UCSD
San Joaquin	Lodi Unified	Elkhorn School
San Joaquin	Lodi Unified	Middle College High
San Luis Obispo	Templeton Unified	Templeton Middle
San Mateo	Portola Valley Elementary	Corte Madera Elementary
San Mateo	Las Lomas Elementary	La Entrada Middle
Santa Clara	Fremont Union High	Lynbrook High
Santa Clara	San Jose Unified	Rachel Carson Elementary
Santa Cruz	Santa Cruz County Office of Education	Pacific Collegiate Charter
Solano	Vacaville Unified	Elise P. Buckingham Charter
Sonoma	Wright Elementary	J. X. Wilson Elementary
Trinity	Weaverville Elementary	Weaverville Elementary
Yuba	Marysville Joint Unified	Marysville Charter Academy for the Arts



CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL
State Superintendent of
Public Instruction
PHONE: (916) 319-0800

December 7, 2007

Jorge Lopez, Principal
3001 International Boulevard
Oakland, CA 94601-1404

Dear Principal Lopez:

Subject: 2008 Title I Academic Achievement Awards

Congratulations on being a 2008 Title I Academic Achievement Award (AAA) School! Oakland Charter Academy has met the award's rigorous criteria and is to be commended.

Your efforts are narrowing the achievement gap in your school community.

To recognize and honor the 2008 AAA schools and their accomplishments, the California Department of Education (CDE) is pleased to host a reception and a banquet on Tuesday, April 22, 2008, at the Hyatt Regency Century Plaza Hotel in Los Angeles. I encourage you to attend both events and I look forward to sharing in the celebration. The reception and banquet are being held in conjunction with the 2008 California Title I Conference, Addressing the Achievement Gap, on April 21-22, 2008. Information about the reception, banquet, and Title I Conference will be mailed to you in January.

Again, congratulations! Please share my highest regards with your students, teachers, administrators, parents, and others in your community. I look forward to seeing you at the reception and banquet in April.

Sincerely,

A handwritten signature in black ink that reads "Jack O'Connell".

JACK O'CONNELL

JO:ps