

# **East Oakland Leadership Academy**

**Renewal Charter Petition  
Red-lined Edition**

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

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**Contact:  
Laura Armstrong, Director  
East Oakland Leadership Academy  
2614 Seminary Ave.  
Oakland, CA 94605  
(510) 562-5238**

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## **Introduction**

### **“Educating Students Today To Become Leaders of Tomorrow”**

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

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

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

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

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

## **CULTURE**

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

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

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

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

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

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

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

The Charter Schools Act states:

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

*(a) Improve pupil learning.*

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

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

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

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

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

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

## **ELEMENT 1: EDUCATIONAL PROGRAM AND PHILOSOPHY**

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

### **Mission Statement**

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

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

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

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

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

### **Educational Philosophy**

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

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

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

## **Population Served by East Oakland Leadership Academy**

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

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

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

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

EOLA will help these students increase their academic performance by providing curriculum aligned with district and state standards, before and after school math/reading small group tutoring, to specifically address the needs of students that perform below grade level. Test results and grades from the previous school year will be used as indicators of past performance until teacher observations and other assessments will be utilized to develop Individual Learning Plans (ILP) for all students. This includes traditionally underserved students of color, low-income students, English Language Learners, and students with Special Education needs. We passionately believe that all students can excel academically despite the daunting challenges many face. Our program identifies and builds on the strengths of our students, their parents, and their local communities, rather than any perceived deficits. EOLA is dedicated to providing high need students in urban communities an educational option that can meet their unique needs and move them towards graduation.

## **21st Century Educated Person**

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

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

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

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

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

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

### **How Learning Best Occurs: Small School Design**

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

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

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

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

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

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

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

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

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

## Curriculum and Instructional Design

### Academic Standards

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

### EOLA SCHEDULE OF CLASSES

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

(Grades K-4 schedule may vary)

## **Course Descriptions**

### **ENGLISH LANGUAGE ARTS (ELA) CLASSES**

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

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

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

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

#### **Writing**

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

#### **Reading**

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

We believe that:

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

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

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

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

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

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

## **MATH CLASSES**

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

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

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

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

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

## **SCIENCE/HEALTH CLASSES**

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

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

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

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

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

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

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

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

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

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

## **HISTORY/SOCIAL SCIENCE CLASSES**

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

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

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

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

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

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

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

## **Leadership Skills**

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

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

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

## **Creative Expression**

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

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

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

## **Plan for Students Who Are Academically Low Achieving**

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

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

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

## **Plan for English Language Learners**

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

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

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

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

*Governing Law:* California Education Code 47642.

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

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

## **Special Education Assurances**

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

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

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

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

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

EOLA envisions an ideal arrangement to be as follows:

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

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

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

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

## **504 Plan**

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

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

### **Eligibility**

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

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

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

## ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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

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

### Measurable Student Outcomes

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

To this end, EOLA students must:

1. Meet/Exceed the requirements of NCLB Act

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

2. Maintain a high student attendance rate

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

3. Meet at least on ILP goal yearly

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

4. Increase their score on mandated ELA CST

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

5. Increase their score on mandated Mathematics CST

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

### Research-Based Instructional Strategies

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

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

## **Focus on Results**

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

### ELEMENT 3: OUTCOME MEASUREMENT

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

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

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

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

#### Use and Reporting of Data

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

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

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

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

## ELEMENT 4: GOVERNANCE STRUCTURE

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

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

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

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

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

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

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

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

The Board of Trustees will be responsible for:

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

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

### Compliance

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

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

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

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

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

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

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

### **Teacher Qualifications**

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

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

### **Professional Development**

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

## ELEMENT 6: HEALTH AND SAFETY

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

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

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

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

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

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

## **ELEMENT 7: RACIAL AND ETHNIC BALANCE**

### **Means to Achieve Racial and Ethnic Balance of District**

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

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

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

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

## **ELEMENT 8: ADMISSIONS REQUIREMENTS**

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

*Admission requirement if applicable.*

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

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

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

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

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

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

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

### April –June

Extensive student outreach

### June

Deadline for student applications

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

Students notified of enrollment/wait list status.

### July

Parent of student accept or reject enrollment.

Incoming Class is finalized.

Orientation Letters sent regarding EOLA's dates and School policies

### August

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

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

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

## **ELEMENT 9: INDEPENDENT FINANCIAL AUDITS**

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

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

### **Audits**

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

Our most recent audit can be found in Appendix.

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

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

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

“The District may charge for the actual costs of supervisorial 63 oversight of East Oakland Leadership Academy not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if East Oakland Leadership Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.”

## ELEMENT 10: STUDENT SUSPENSION AND EXPULSION

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

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

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

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

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

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

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

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

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

## **ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS**

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

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

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

## **ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES**

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

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

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

### **ELEMENT 13: RETURN RIGHTS OF DISTRICT EMPLOYEES**

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

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

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

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

## **ELEMENT 14: DISPUTE RESOLUTION**

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

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

### **Disputes between EOLA and the OUSD**

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

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

### **Disputes Arising from Within the School**

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

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

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

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

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

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

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

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

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The

Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written 60 notices shall be addressed as follows:

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

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

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

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

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

## **ELEMENT 15: COLLECTIVE BARGAINING**

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

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

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

## **ELEMENT 16: PROCEDURES FOR CLOSING**

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

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

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

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

### **Documentation of Closure Action**

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

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

### **Notification to Receiving Districts**

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

### **Student and School Records Retention and Transfer**

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

### **Financial Close-Out**

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

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

### **Dissolution of Assets**

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

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

## MISCELLANEOUS CLAUSES

### **District Impact Report**

#### ***Facilities***

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

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

#### ***Administrative Services***

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

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

#### ***Potential Civil Liability Effects***

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

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

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

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

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

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

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

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

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

## **Public Records**

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

## **External Reporting**

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

## **Miscellaneous Charter Related Issues**

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

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

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

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

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

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

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

## CONCLUSION

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

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

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

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

## REQUIRED AFFIRMATIONS

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

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

## **EOLA AFFIRMATION**

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

## **EOLA CREED**

### **FAILURE IS NOT AN OPTION**

I am somebody.

I can succeed.

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

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

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

I can be trusted. I can make it.

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

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

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

**The Creed and Affirmation is recited daily during Morning Circle**