 *East Oakland Leadership
Academy/High*

"Educating children today to become leaders of tomorrow"

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Dr. Laura Armstrong, Director

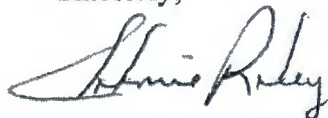
November 2, 2012

To The Oakland Unified School District Board of Education:

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

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

Sincerely,



Johnnie Riley, EOLAH Board Chair

File ID Number: 12-3246

Introduction Date: 12-12-12

Enactment Number: _____

Enactment Date: _____

By: _____

East Oakland Leadership Academy High

Red Lined Edition

Submitted to Oakland Unified School District

Office of Charter Schools

Coordinator: David Montes de OCA

August 8, 2007

TABLE OF CONTENTS

	<u>Pgs.</u>
SCHOOL SUMMARY.....	7
AFFIRMATIONS/ASSURANCE.....	8
I. FOUNDING GROUP.....	9
II. EDUCATIONAL PROGRAM AND PHILOSOPHY.....	10
III. MEASURABLE PUPIL OUTCOMES.....	26
IV. GOVERNANCE STRUCTURE.....	28
V. HUMAN RESOURCES.....	29
VI. HEALTH/SAFETY.....	31
VII. STUDENT ADMISSION.....	32
VIII. FINANCIAL PLANNING.....	34
IX. CLOSURE PROTOCOLS.....	36
X. IMPACT ON CHARTER AUTHORIZER.....	38
XI. CHARTER RELATED ISSUES.....	38
ATTACHMENTS.....	40
ATTACHMENT A (FLOWCHART).....	41
ATTACHMENT B (ACADEMIC ACHIEVEMENT).....	42
ATTACHMENT C (LETTER OF RECOMMENDATION).....	46
ATTACHMENT D (BUDGET).....	51

East Oakland Leadership Academy High

East Oakland Leadership Academy (EOLA), a nonprofit corporation, founded in 2000 by experienced educators and entrepreneurs, is designed to produce the academic advancement of minority youth from East Oakland, CA

Committed to excellence and academics, the mission of EOLAH is to provide structure and student achievement to traditionally underserved urban students by:

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

In accordance with the California Charter Schools Act of 1992, as amended (the "Charter Schools Act"), East Oakland Leadership Academy High hereby petitions the Oakland Unified School District to grant this 9th-12th grade charter for five years from the opening of the school.

The Charter Schools Act states:

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

(a) Improve pupil learning.

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

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

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

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

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

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

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

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

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

AFFIRMATIONS/ASSURANCES

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 High, to be located in Oakland, California, is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school and further I understand that if awarded a charter, the school will:

- Meet all statewide standards and conduct the student assessments required, pursuant to education Code §60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other equivalent document which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- 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.

Authorized Representative's Signature

I. FOUNDING GROUP/ ADVISORY COMMITTEE

A. Founders' Statement

East Oakland Leadership Academy High is a community based High School. Our founding members demonstrate commitment to the community and support the vision of Educating Children Today to become Leaders of Tomorrow. The founding group will serve as an advisory council and will not be the EOLAH Board. The advisory council assisted in the development of EOLAH and will be represented at EOLAH board meetings and continue to recommend best practices.

B. Founders' Biographies

Lidia Aguilera

Lidia Aguilera is a bilingual educator. She has worked with ELL students for over 10 years helping them to gain access to education and build confidence as they acquire academic skills for the 21st century learner. She is the founder and director of Learn 2 Achieve, an after school program that supports ELL learners of all ages.

Laura Armstrong

Dr. Armstrong is the founder and Director East Oakland Leadership Academy. She has diligently worked to provide education to students in East Oakland. East Oakland Leadership Academy is one of the top performing schools in Oakland. Dr. Armstrong continues to serve the community by expanding education opportunities at the secondary level.

Vickie Dickey

Vickie Dickey is a distinguished high school instructor. Her effective teaching strategies have been demonstrated on 60 Minutes. Her students perform well above the average on state tests. She has served students for 20 years. Her expertise has contributed to the development of our academic program. Ms. Dickey will serve as a mentor to our staff.

Ernest Frohm

Ernest Frohm has dedicated his life to the youth & families of East Oakland. Mr. Frohm is the founder and Master Teacher of Frohm's Martial Arts. Mr. Frohm is passionate about providing alternative programs for youth. At Frohm's Martial Arts, students develop life skills through martial arts including: Communicating, Fitness, Hygiene, Discipline, Relationship Building, and Public Speaking. Recently, Mr. Frohm's dedication to serving East Oakland was acknowledged by being a recipient of the Jefferson Award. An award given by the community for dedicated service to the community.

II. EDUCATIONAL PROGRAM AND PHILOSOPHY

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

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

A. Mission Statement

East Oakland Leadership Academy High School's (EOLAH's) goal is to provide strong academic skills in Language Arts & Literature and Mathematics to minority and socio-economically disadvantaged students. EOLAH will serve 200 inner city students in the ninth to twelfth grades. We believe that attendance is a critical factor of academic success. EOLAH will focus on achieving an attendance rate of at least 95%. The curriculum is designed to enhance the academic skills of the minority and socio-economically disadvantaged students we serve by utilizing small, structured classrooms that will provide the discipline and individualized attention necessary for success. EOLAH will provide the discipline and individualized attention necessary for success. EOLAH will also provide instruction to develop student's academic skills in writing, science, social science, business and the humanities to make them productive members in a capitalist society. Achieving these goals will be a collaborative effort between school, family, and community members.

B. Educational Philosophy

California's economy requires a workforce with many professionals who have science and mathematics training. Despite a significant job gap for lack of qualified applicants in high technology, California's highest paying sector, only 3 percent of California 9th graders go on to earn a baccalaureate degree in science, mathematics, or engineering. The Oakland Unified School District serves approximately 13,000 high school students in grades nine through twelve, and has increased the academic achievement of its high school students by almost 15% from the previous year. The rates of daily attendance, academic achievement and preparedness to pursue higher education, however, are still well below state averages with the result that many students do not meet the requirements to attend either the University of California or California State University. Of the 85.7% of graduating students from Oakland public high schools in 2003-2004, less than 35.5% were eligible to attend either university system. Socio-economically disadvantaged students fared worse; Less than 27.8% of African American and less than 33.8% of Hispanics could attend. This charter school builds upon, to address many of these issues, a core curriculum to raise expectations and place all freshmen and sophomores on track to meet the UC/CSU entrance requirement as proposed.

C. High School Program

Prior to February 1, 2009, East Oakland Leadership Academy High will apply and seek WASC accreditation through the filing of the application. We then will await a visit from the WASC accreditation school visitation Committee. Families will be advised in writing of the transferability of courses completed at East Oakland Leadership Academy High should they wish to attend another high school or apply to a college or university. EOLAH graduation requirements will exceed the UC/CSU A-G requirements. Students at EOLAH will graduate with 230 units.

D. Students to be served by the school

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

- Students who are underachieving in core academic subjects;
- Students whose academic needs call for a small school environment with personalized attention;

- Students whose academic needs are not being met in a traditional large school environment; and
- Students who benefit from a structured learning environment.

The student population that EOLAH will serve residents primarily in East Oakland and attendants of East Oakland Leadership Academy (K-8) and other community public schools in the East Oakland area. Many of the students coming from the neighboring schools have performed below the 50 percentile on the STAR 9 achievement test, receive free or reduced lunch, and live at or below poverty level.

EOLA High will help these students increase their academic performance by providing curriculum aligned with district and state standards, before and after school math/reading small group tutoring, and a Saturday Academy to specifically address the needs of students that perform below the 25 percentile on the STAR achievement test. Test results from the previous school year will be used as indicators of past performance until teacher observations and other assessments can be utilized to develop Individual Learning Plans (ILP) for all students.

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

E. 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, English and literature, science, and mathematics is critical, but the educated person must be able to apply that knowledge effectively. The ability to obtain, analyze, and utilize information and information technology skillfully and efficiently 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. EOLAH is committed to provide the positive learning environment and teaching strategies that will meet the learning styles of all students and develop self-motivated, competent, life long learners. We believe that our educational program will provide equitable learning opportunities and increase academic performance of all students.

F. 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. EOLAH 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:

- **High Expectations:** All students take college preparatory coursework and graduates will have fulfilled requirements for admission to the University of California. Students are also expected to adhere to high standards of student behavior.
- **Significant Support:** Small schools, tutoring, mandatory summer school, small class sizes, Saturday Academies, four year advisory and strong academic, social, and college support programs.

- **Student Leadership:** Students are exposed to leadership training through school – 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 Frohm’s Martial Arts, YMCA, Parks and Recreation Sailing Club and Momma Art. 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 High’s relentless 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.

No single approach leads to learning for every student. Presenting every student with a 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 achievement. As a small school, EOLAH will facilitate these interactions. Moreover, each student will develop a Individualized Learning Plan as a road map for learning goals. Each plan will be customized and regularly reviewed through parent, and teacher-advisor consultations.

Selected teachers will serve as advisors and oversee academic planning and readiness for EOLAHS students. The teacher advisor will continually review and update student’s ILP. The Teacher- Advisor is an advisor that will monitor student progress, meet with parents upon request in support of students meeting graduation requirements. The teacher-advisor will remain with the student throughout high school.

G. 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. EOLAH, as a public charter school, must administer the required standardized tests, derived from the California state standards. As a result, EOLAH adopts the California state standards as our curriculum framework and adds the four school-wide outcomes such as Critical Thinking, Personal Responsibility, and a focus on Attendance.

There is no non-college preparatory track for students at EOLAH. All graduates are expected to meet the school’s standards and graduation requirements, although some may take additional time to meet them, and others, such as English Language Learners and Special Education students, may need additional support. This extra support for English Language Learners and Special Education students is discussed later.

Graduation Requirements

EOLAH’ current graduation requirements, subject to further revision and improvement in the future, meet or exceed the University of California “A-G” admissions course requirements. EOLAH students must complete 230 units of coursework for graduation.

SUBJECT	UC REQUIREMENT	EOLAH REQUIREMENT
English	Four Years	Four Years
History/Social Science	Two Years	Two Years (including US History)
Mathematics	Three Years	Four Years
Lab Science	Two Years	Three Years (Three years recommended)
Non-English Language	Two Years	Three Years Spanish (Three years recommended)
Visual and Performing Arts	One Year	One Year
College Preparatory Electives	Two Years	Met by other courses in the disciplines mentioned above.
Leadership	None	Two Years
Community Service	None	20 hours
PE	None	Two Years

This list of graduation requirements should not be confused with course offerings. EOLAH offers more courses than those required for graduation. EOLAH also requires students to demonstrate their performance through portfolios and exhibitions. Portfolios will enable teachers and students to know what progress has been made. Students will be able to monitor any goals they may want to achieve in the short and long term while attending EOLAH. EOLAH will align standards so that teachers can help with any tutoring that the student may need. Portfolios will also be aligned with the scheduling of course selection. Students may fulfill course requirements through coursework at the School or through approved coursework on-line or at a local college.

Students will take an online course at the school site, for example, Calculus I will be taken through Johns Hopkins University, Center for Talented Youth and will be monitored by their advisor. This online course assignment would not commence until their junior year at EOLAH.

EOLAH SCHEDULE OF CLASSES 2008 – 2009

9 TH GRADE	SCHEDULE 1	SCHEDULE 2
08:30 – 09:30	Algebra I	Physical Science
09:35 – 10:35	Physical Science	World Geography
10:40 – 11:40	World Geography	Spanish I
11:45 – 12:10	Lunch	Lunch
12:15 – 01:15	Spanish I	PE
01:20 – 02:20	PE	English I
02:25 – 03:25	English I	Algebra I

List of non-core classes

The following are the East Oakland Leadership Academy High “non-core, non-college preparatory courses, for OUSD approval:”

1. Mandarin
2. Physical Education
3. Creative Writing
4. Yearbook
5. Film
6. Music

Academic Department and Course Descriptions

ENGLISH CLASSES

English classes will deliver the California Content Standards for each grade level. By grade twelve, students will read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and novels. In grades nine and ten, students make substantial progress toward this goal. For the 9th Grade, particular focus will be placed on the following:

- Listen critically and respond appropriately, orally and in writing.
- Apply reading strategies to draw meaning from materials and make inferences.
- Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, symbolism, and explain their appeal.
- Use conventions of written language in mechanics, usage, grammar and spelling to develop clarity of thinking and writing.
- Experience prewriting, drafting, evaluating, revising, editing and publishing.
- Read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social or physical science. Conduct in-depth analyses of recurrent patterns and themes.
- Learn precise writing skills that will be especially important in reporting results of scientific experiments.
- Learn to take notes during lectures and when conducting scientific/mathematic experiments.
- Learn research skills that will result in planning and producing a clear, coherent, multi-page document in a standard format including a bibliography.
- Learn research skills that will result in planning and producing a project that shows creativity, mastery of language skills, mastery of scientific, historic, or mathematical knowledge (grade and age appropriate) and an understanding of that relationship.

10th Grade students will build on these skills, emphasizing the following:

- Combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.
- Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- Read a variety of books from the state's Recommended Literature list for Grades 9-12 that enrich understanding and create an atmosphere for inquiry and discussions about what they read.

- Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting or scientific experiment, minutes of a meeting):
 - Report information and convey ideas logically and correctly.
 - Offer detailed and accurate specifications.
 - Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide)
 - Anticipate readers' problems, mistakes, and misunderstandings.
 - Provide clear and purposeful information and address the intended audience appropriately.
 - Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - Highlight central ideas or images.
 - Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address")
- Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Use gestures, tone, and vocabulary tailored to the audience and purpose.

MATH CLASSES

All students newly enrolled at EOLAH will be given a math placement test to enroll each student in math class that is at their knowledge and skill level. EOLAH will implement the Skills Connection Software Program to which is a test generator program. The Skills Connection Program allows the user to print assessments for K-12 levels which are aligned to state standards in Math, Science, History and Language Arts. It also helps in the formulation of PSAT tests for students.

The following classes will be available for EOLAH students.

Algebra I

Following the California mathematics academic content standards, Algebra I will emphasize symbolic reasoning and calculations. Skills and concepts will be developed with the theory that students can use this knowledge in other areas such as technology, engineering, and graphic design.

- Identify and use arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.
- Understand reciprocals, roots, fractional power, and rules of exponents.
- Solve equations and inequalities involving absolute values.
- Simplify expressions before solving.
- Solve multi-step problems.
- Graph algebraic problems.

- Understand concepts of parallel lines, perpendicular lines and slopes.
- Solve a system of two linear equations in two variables algebraically.
- Solve word problems apply factoring, solve rate, work and percent problems.
- Understand the concepts of a relation and a function.

Geometry

Following the California Mathematics Academic Content Standards, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

- Demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.
- Write geometric proofs.
- Construct and judge the validity of a logical argument
- Prove basic theorems.
- Use triangle inequality theorem.
- Prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, properties of circles.
- Solve problems involving perimeter, circumference, area, volume, lateral area, surface area of common geometric figures.
- Compute volumes and surface areas of prisms, pyramids, cylinders, cones, spheres, polygons.
- Find and use measures of sides, prove relationships between angles in polygons, prove Pythagorean theory, and perform basic constructions.
- Students use trigonometric functions, know angle and side relationships, prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles and inscribed and circumscribed polygons of circles.

Algebra II

Algebra II will expand the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II will gain experience in algebraic solutions in various content areas, including systems of quadratic equations, logarithmic and exponential functions, the binomial theorem and the complex number system.

- Solve equations and inequalities involving absolute value.
- Solve systems of linear equations and inequalities by substitution, graphs or matrices.
- Become adept at operations on polynomials.
- Plot complex numbers as points in the plan.
- Add, subtract, multiply and divide complex numbers.
- Evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions.

- Solve and graph quadratic equations.
- Understand the effect of a coefficient on the graph of quadratic functions.
- Graph quadratic functions.
- Prove simple laws of logarithms.
- Know the laws of fractional exponents.

Trigonometry

The trigonometric functions studied will be defined geometrically rather than in terms of algebraic equations. Facility with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study calculus, more advanced mathematics, physics and other sciences, and engineering.

- Graph functions of the form $f(t) = A \sin(Bt + C)$ or $f(t) = A \cos(Bt + C)$ and interpret A, B, and C in terms of amplitude, frequency, period, and phase shift.
- Graph tangent and cotangent functions and secant and cosecant functions.
- Determine the area of a triangle, given one angle and the two adjacent sides.
- Know DeMoivre's theorem and give nth roots of a complex number given in polar form.

Math Analysis-Pre-Calculus

This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems.

- Become familiar with, and apply polar coordinates and vectors in the plane. In particular, translate between polar and rectangular coordinates and interpret polar coordinates and vectors graphically.
- Be able to give proofs of various formulas by using the technique of mathematical induction.
- Find the roots and poles of rational function and graph the function and locate its asymptotes.
- Demonstrate an understanding of functions and equations defined parametrically and can graph them.
- Be familiar with the notion of the limit of a sequence and the limit of a function as the independent variable approaches a number or infinity. Determine whether certain sequences converge or diverge.

Calculus

This course will be taught with the same level of depth and rigor as an entry-level college and university calculus course. The course will cover differential equations and infinite sequences and series.

- Demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.
- Demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.
- Compute derivatives of higher orders.
- Use differentiation to solve related rate problems in a variety of pure and applied contexts.

- Apply the definition of the integral to model problems in physics, engineering, and economics, obtaining results in terms of integrals.
- Understand improper integrals as limits of definite integrals.
- Differentiate and integrate the terms of power series in order to form new series from known ones.

SCIENCE CLASSES

Biology

This will be a laboratory-based college preparatory course tied to the California Content Standards that develops an understanding of biological concepts; the diversity of organisms; the cell; heredity; matter, energy and organization of living systems; evolution of living systems, physiology; the biosphere and interdependence. Mandatory student participation in laboratory investigations will lead to the development of critical-thinking skills.

Students will:

- Understand biological concepts.
- Design and carry out several small research projects.
- Work on science projects that will benefit our community.
- Understand the link between, math, technology and the sciences.
- Explain the evolution of biological ideas and describe options for careers.
- Investigate and describe patterns of energy flow and the cyclic nature of particular resources.
- Explain the interrelationships between organisms.
- Describe dynamics of natural systems.
- Analyze current issues in bioethics.
- Understand cell function.
- Understand genes and DNA technology.
- Understand protein synthesis.
- Understand mitosis, meiosis and heredity.
- Know the difference between accuracy and precision in measurement.
- Understand adaptation and evolution.
- Calculate.

Laboratory skills include:

- Perform lab and field investigations.
- Use mathematics and statistics in learning and problem solving.

- Research current topics in biology.
- Analyze, compare, contrast, and interpret.
- Use scientific equipment and technology to observe, explain, model and predict evidence.
- Draw relevant conclusions, hypothesize.

Chemistry

This will be a laboratory-based college preparatory course where laboratory experiments will provide the basis for understanding and confirming concepts. Knowledge and skills will be linked to the California Science Content Standards. It will emphasize discussion, activity, laboratory exercises, and the understanding of the behavior of matter. Students will understand the composition and chemical behavior of the world.

Students will be able to:

- Describe, explain, and predict behavior of a physical system.
- Describe, analyze and predict chemical reactions.
- Engage in effective inquiry into scientific problems.
- Use experimental evidence, logical argument, graphs, and mathematical equations.
- Design an investigation based on an original question.
- Use technology, scientific instruments and equipment to collect, store and analyze.
- Evaluate proposed solutions to challenges.

Objectives to be met:

- Know the position of an element in the Periodic Table.
- Know the principles of conservation of mass, electrical charge and energy in chemical reactions.
- Describe how to determine available electrons and chemical bonds.
- Describe intermolecular forces.
- Explain how to calculate the mass of products and reactants, and the percent yield in a chemical reaction.
- Understand Kinetic Molecular theory.
- Understand the properties of acids, bases and salts.
- Calculate and explain.
- Explain nature of solutions.
- Diagram simple hydrocarbons.
- Explain nuclear processes, the substructure of protons and neutrons.

These laboratory experiences will train students in the scientific processes of observing, communicating, comparing, categorizing, relating, inferring and applying to solve problems. An original project, based on skills learned, will demonstrate student knowledge and creativity.

Physics and Technology

Physics and Technology could be a college preparatory class for students interested in science, technology and math. All content State Standards for Physics will be met. To build understanding of the rapid advances in technology in lasers, telecommunications, and medicine, Physics and Technology is a hands-on laboratory physics course that blends an understanding of physics principles with practical application. In a laboratory environment, students will understand fundamental laws and concepts of physics.

Through direct investigation using appropriate equipment and technology and applying mathematics to the concept studied, students make predictions, experiment, measure, calculate and predict. Topics would center on energy systems driven by force and motion and major systems studied are mechanical, fluid, electrical and thermal systems. Physics and Physical Science Labs will take place at the EOLAH site. These labs do not require an expansive classroom. For the other classes we are establishing partnerships with local community colleges and agencies.

HISTORY-SOCIAL SCIENCE

California defines 9th Grade as an elective year for history-social science and has not established Content Standards. EOLAH intends to offer two one-semester courses recommended in California's History-Social Science Framework. The 9th grade curriculum model for History at EOLAH will follow the Prentice Hall High School series.

9th grade texts:

World Geography: Building a Global Perspective-Prentice Hall

Physical Geography: A Landscape Appreciation- Prentice Hall

Physical Geography

This one-semester course develops the basic themes of physical geography, including a systematic discussion of the physical landscape through geomorphology and topography; the patterns and processes of climate and weather; and water resources through hydrology. These studies equip students with an understanding of the constraints and possibilities that the physical environment places on human development. In addition to these systematic themes, attention is given to the nature of natural resources and their relation to physical geography. Finally, a component of the course is given to place-name geography so that students develop a good sense of where major physical features of the earth are located.

World Regional Geography

One of the realities of the contemporary world is the increasing influence of other nations in the daily life of the American citizen. This course in World Regional Geography is designed to provide understanding of the distribution and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion. A unit on "The Earth and Its Peoples" introduces basic physical geography and map-reading skills. In the remainder of the course, students consider the regional mosaic of the world through a series of studies moving from Western Europe to the Soviet Union and Eastern Europe, the Middle East, and North Africa. They then study sub-Saharan Africa, Asia, the Pacific Basin, and Latin America. For each of these regions, selected nations are studied in depth. The final unit focuses on Canada and the United States, with emphasis on cultural and political comparisons between these nations and on their economic relationships today. Attention is given to the traditional and contemporary roles foreign nations play in the growth of American culture.

Modern World History

At the 10th Grade level, EOLAH will offer Modern World History that will deliver the California Content Standards. Students will study major turning points that shaped the modern world, from the eighteenth century through the present, including the cause and course of the two world wars. Through a sequence of developmental activities in reading, discussing, listening, writing and critical thinking, students will develop an understanding of the chronological sequence of events, and an understanding of current world issues and relate them to their historic, geographic, political, economic, and cultural contexts.

Content areas:

- Development of Western Thought (Moral and Ethical Principles in Ancient Greek and Roman Philosophy, Judaism and Christianity)
- Glorious Revolution of England, American Revolution, and French Revolution (effects on political expectations for self-government and individual liberty)
- Industrial Revolution (analysis of scientific and technological changes)
- Imperialism and Colonialism (the rise of industrial economies)
- World War I (causes, course, nature, and cost,)
- World War II (role of appeasement, isolationism, and power shift)
- Post-World War II (analysis of Cold War, Truman Doctrine, Marshall Plan)
- Nation building in the Middle East, Africa, Mexico, Latin America, and China geo-political, cultural, military, economic, technological influences)
- The world economy and information, technology, and communications (TV, satellite, computer)

The writing process will be used extensively to delve into the historical subject matter as well as to synthesize, evaluate and locate information for specific purposes. Students will be able to understand an era as a whole and will be able to adequately express their knowledge through speaking, reading, writing (journals, essays), debating, analyzing and interpreting. That knowledge is further enhanced by the student's ability to use literary terms appropriately, discuss recurring themes, determine reliability of information, expand, transform or combine basic sentence patterns to clarify or emphasize ideas. This approach will continue into grades 11 and 12 as well.

Students will gain an encompassing view of the times through short stories (perception of life), plays (characters in conflict), biography (evaluating experiences of others), poetry (imaginative insight), the novel (forces of influence), and the essay (investigating the world of thought). A small-group project (interdisciplinary) will demonstrate that students understand the relationship of historical, literary, and artistic forces in the study of an era.

US History

Although the actual curriculum will be developed when the executive director and faculty are hired, EOLAH anticipates that US History will be coordinated, perhaps even paired with an American literature based English course. This would lead to a richer understanding of the events and their context. All California State Content Standards will be met. The course will contain dense material that asks for questioning, discussing, debating and analyzing so students can think, speak and write effectively. In the post-WWII era, students will have special emphasis on understanding the importance of changing and emerging technology for communication and globalization and the effect of the Internet.

The following eras will be covered:

- Creating a New Nation (Declaration of Independence)

- Rise of Democracy (origins of revolution, constitution, Bill of Rights. Effects of civil rights & reconstruction)
- Industrialism, migration (development of ethnic enclaves, economic development, political parties)
- First Amendment (Role of religion; its moral, social, political impact and contributions to civic principles and social reforms.)
- The 20's the Depression and Beyond (Policies of Harding, Coolidge, Hoover. 18th and 19th Amendments, attacks on civil liberties, art, music, culture of the time)
- The New Deal (Policies and Plans in the Franklin D. Roosevelt era)
- WWII (Participation and analysis of events that precipitated the attack on Pearl Harbor. Sacrifices, impact of events on the home front (Japanese Internment camps. Response to Hitler's atrocities. Plight of African Americans)
- Post WWII (major technological developments including the computer revolution, changes in communication, advancement in medicine and improvements in agricultural technology. Also discussed will be the social transformation, economic boom, and the origins of popular culture. (United Nations, Monetary Fund, World Bank.)
- Foreign Policy (McCarthyism, blacklisting, Truman doctrine, Berlin Blockade, Korean War, Bay of Pigs, Vietnam War, Latin American Policy, Middle East (Gulf War)
- Civil Rights (Racial discrimination, end of segregation, Dred Scott, role of civil rights advocates (King, Malcolm X, Marshall, Farmer, Parks), "I have a dream" speech, civil rights and voting rights legislation, women's rights movement.

American Government/Economics

Although the actual curriculum will be developed when the executive director and faculty are hired, EOLAH anticipates that American Government/Economics will provide an in-depth study of democracy and the US system, but also combine that with numerous opportunities to hone writing skills in preparation for college and other post secondary training. Given the extensive data available on American government through the Internet, the course will emphasize use of government libraries and archives for research. This course examines the United States system of government, the purpose, structure and functions of federal, state and local levels of government and the economic principles upon which the system is built. The focus will be on the United States Constitution, comparative political and economic systems, ideals and practices compared and contrasted with those of other nations. The class will survey the laws governing the uses of technology in a wide range of aspects (wire-tap, Internet hackers, patents, anti-trust legislation, court rulings). It will also explore the role of the individual as an informed citizen (elections, voting procedures, campaign techniques, political organizations and Participation in the process).

Writing units include:

- Practical/Informative Writing
- Sensory/Descriptive Writing
- Imaginative/Narrative Writing
- Analytical/Expository Writing

The tandem course will give students a basis for explaining political and economic concepts, analysis of basic principles of the Constitution (powers and limitations) and interpreting political, social, economic ethical and moral issues.

Topics include:

- Basic Economic Principles
- Foundations of American Government
- Public Participation
- Congress
- Presidency
- Judiciary
- Comparative Political and Economic Systems
- State and Local Government
- Consumer Economics
- Participating in the World Community

- Worldwide Internet communication

FOREIGN LANGUAGE

Due to its size and available resources, EOLAH will likely offer only Spanish as a foreign language. Students will take a level appropriate to their ability to read and write Spanish. Every student with previous knowledge will take a Spanish placement test to determine that level. Students of Hispanic decent may not be familiar with the foundations of Spanish grammar and proper mechanics. Students who exceed the Spanish III course will be encouraged to seek other foreign language such as Mandarin.

Spanish I

By the end of Spanish I (year) students will be able to do the following:

- Read short, simple texts.
- Recognize familiar phrases and basic vocabulary.
- Identify and understand vocabulary in messages, announcements, and stories.
- Use phrases and sentences to pass on information.
- Communicate in exchange of information on familiar topics. Have the ability to engage in give-and-take conversation.
- Write short notes (greeting cards, postcards, forms).

Spanish II

The second year course continues for students who have satisfactorily (C grade or better) completed Spanish I or demonstrated equivalent competency. Students will continue to develop language and to expand their knowledge of Spanish speaking countries. At the end of the course students will be able to do the following:

- Read texts that consist mainly of everyday language, descriptions of events, personal letters.
- Recognize familiar phrases and understand some extended speech and lecture.
- Follow some complex ideas within a familiar topic.
- Connect phrases in order to describe personal experiences and events.
- Present clear and detailed descriptions on a wide range of topics.
- Interact with some fluency with native speakers.
- Write simple, connected text on familiar topics.

Spanish III

Intended for students who have passed Spanish II with a C or better or demonstrated equivalent competency. Students will continue developing language skills and expand knowledge of cultures and practices in the Spanish-speaking world.

Students will:

- Understand complex factual and literary texts.

- Comprehend most TV news and current affairs programs as well as the majority of films in standard dialect.
- Explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Discuss views in a regular everyday conversation.
- Express language clearly with well-structured text.
- Write detailed expositions.

H. Plan for Students Who Are Academically Low Achieving

EOLAH intends for all students to reach high levels of achievement, but will do so with minimal tracking of students. The philosophy will be to place students in rigorous curriculum and provide the necessary support for them to learn. The design of EOLAH will itself facilitate learning for students with difficulties. First, 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. Moreover, each student will have a teacher-advisor that will remain with him/her through the high school career.

For students who arrive at EOLAH significantly below grade level in either reading or mathematics or who require additional time to master the curriculum, EOLAH will create with the parents and student a individualized learning plan to allow more than four years to satisfy graduation requirements that is in compliance with all laws related to the maximum age of enrollment.

I. Plan for Students Who Are Academically High Achieving

EOLAH intends for all students to reach high levels of achievement, but will do so with minimal tracking of students. Parents and students, working with a teacher-advisor, will design a learning plan tailored to the student's capabilities and ambitions. Students will be able to designate most courses as "honors" and accept additional assignments. Such course work will facilitate student learning at the advance placement (AP) level necessary for college credit.

High achieving students will be placed in advanced honors classes which require more class reading and work. Grading points will be increased due to the amount of extended work. Honors classes are not AP courses. Our students who qualify for AP courses will have options as, taking courses at our site such as Physics and Government or they will make use of University outreach programs such as UC Berkeley ADTP and Johns Hopkins –Center for Talented Youth (CTY) program. Upon completing an AP course students will be encouraged to take the AP Placement test in their subjects.

Students who can complete the rigorous EOLAH curriculum and graduation requirements in less than four years will be allowed and encouraged to do so. EOLAH intends to work with UC and others to make college courses available to its students.

J. Plan for English Language Learners

EOLAH intends to serve English Language Learners at the school site through a sheltered English immersion program. Under this program the student is enrolled in a regular class and receives supplementary instruction to learn English. EOLAH will meet all requirements of federal and state law to provide equal access to the curriculum for English Language Learners. The goal will be to develop high quality instructional programs and services for English Language Learners that allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards and native-English speaking students. Some English Language Learners may require more than four years to meet EOLAH graduation requirements. The small school with increased personalized attention and an individual student learning plan will aid in bringing English Language Learners to the expected achievement levels. Listening, speaking, reading, and writing skills will be assessed.

English language learners will be enrolled in regular classes and will receive supplementary instruction to learn English. EOLAH will meet all requirements of federal and state law to provide equal access to the

curriculum for English language learners. The goal will be high-quality instructional programs and services for English learners that allow them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills will be assessed.

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

The test 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. These students will be instructed in English by teachers who are trained to work with English Language Learners. EOLAH English Language students will be prepared with the skills in English and mathematics to meet California State Standards, pass the California State High School Exit Examination and UC/CSU A-G requirements. EOLAH will utilize confirmed state standards for measuring the progress of students.

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

- a) Identify students who need assistance including the use of a home language survey and mandatory CELDT testing as required by law.
- b) Develop a program, which has a reasonable chance for success in the view of experts in the field.
- c) Ensure that necessary, appropriately credentialed staff, curricular materials, and facilities are in place and used properly.
- d) 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.

K. Plan for Special Education

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 EOLAH 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

EOLAH 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:

- EOLAH 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 Leadership 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.

EOLAH recognizes its responsibility to enroll and assist students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. EOLAH 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 EOLAH.

EOLAH 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 EOLAH will not discriminate against any student based on his/ her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education. EOLAH 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, EOLAH has elected to be a public school within OUSD Pursuant to Education Code Section 47641(b). As a public school of the District, EOLAH shall seek an Agreement with OUSD to ensure that the needs of EOLAH students are met in compliance with the IDEA.

EOLAH envisions an ideal arrangement to be as follows:

- 1) EOLAH retains all state and federal special education funding received from the SELPA for EOLAH students.
- 2) EOLAH 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, EOLAH has elected to be a public school within OUSD pursuant to Education Code Section 47641(b). As a public school of OUSD, EOLAH will seek an Agreement with OUSD outlining the services and funding necessary to ensure that the needs of EOLAH students are met in compliance with the IDEA. EOLAH 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 EOLAH students.
- 2) OUSD and EOLAH shall provide EOLAH 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) EOLAH 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 EOLAH. If OUSD is unable to provide special education services to EOLAH students, EOLAH 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.

EOLAH will work in cooperation with all local education agencies (LEAs), special education local agencies (SELPAs) and EOLAH' SST to ensure that a free and appropriate education is provided to all AIPHS students with exceptional needs. EOLAH 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, EOLAH 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".

III. 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.

A. Measurable Student Outcomes

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

To this end, EOLAH students must:

1. Meet/Exceed the requirements of NCLB Act

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

2. A high rank on the California Academic Performance Similar Schools Index by third using the Oakland Unified School District rankings as a norm.

Benchmark: Continual rising scores with the API

3. A high student attendance rate.

Benchmark: At least 95% attendance at the EOLAH.

4. A high graduation rate using the Oakland Unified School District rate as a norm. Dropouts are defined as those students who were enrolled at EOLAH, left the school before graduation, and did not enroll in another school or institution of learning.

Benchmark: Less than 5% dropout rate at EOLAH.

5. A minimum of Seventy percent (70%) of EOLAH 10th graders will pass the CAHSEE

Benchmark: 100% of Students will begin and pass a CAHSEE preparation course parallel to their course work, beginning in the 9th grade.

B. 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);and
- Experiential learning (group experiences such as Mock trials, debates).

C. 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.

D. Methods of Assessments

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

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

EOLAH'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:

E. Use and Reporting of Data

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

EOLAH 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 EOLAH educational experience. EOLAH will be accountable to multiple constituencies: students and their families, its Governance Board, OUSD, and the California State Department of Education. Accountability to each of these constituencies includes fiscal and academic performance.

Pupil Outcome Goals	Assessment
1. Meeting/Exceeding the requirements of NCLB Act	All EOLAH students will take rigorous college prep course that meet or exceed state standards Benchmark: Meet annual AYP targets.
2. A high rank on the California Academic Performance Similar Schools Index by third using the Oakland Unified School District rankings as a norm.	Compare the School's California Academic Performance Index Similar School's rank to the Oakland Unified High School District rankings. Benchmark: API of 7 by third year
3. A high attendance rate using Oakland Unified School District high schools as a norm.	Compare the School's annual attendance rate to Oakland Unified School District high school attendance rate. Benchmark: At least 90% attendance at the school.
4. A low dropout rate using the Oakland Unified School District high schools rate as a norm.	EOLAH will track students through use of the California Department of Education CSIS system to track students. Benchmark: Less than 5% dropout rate at the School.
5. A minimum of Seventy percent (70%) of EOLAH 10 th graders will pass the CAHSEE	The CAHSEE exam will be administered during EOLAH students' sophomore year. Benchmark: Students will begin a CAHSEE preparation course parallel to their course work, beginning in the 9 th grade.

IV. 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.

EOLAH 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.

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

EOLAH 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 Directors 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. The Board for East Oakland Leadership Academy High will follow the same policies and procedures as East Oakland Leadership Academy. The Board of Trustees of EOLA will also serve as the Board for EOLAH.

Consistent with the California Corporations Code, initial board members were selected by the incorporator and then selected by a nominating committee. Board members include the size will be increased 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. EOLAH 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 EOLAH
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 EOLAH.

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 EOLAH's Board of Trustees.

East Oakland Leadership Academy High Board Policies (Brown Act)

ADVANCE NOTICE

The public must have advance notice about what topics are going to be discussed and what decisions might be reached. EOLA/EOLAH complies with the law by posting our agendas at least 72 hours in advance of the meeting and by sending copies of the agenda to representatives of the press as well as other individuals and groups. We also list topics for future Board of Education meetings in each agenda. The topics are listed for all meetings and the list is updated at the Board meeting. The agendas can also be found at our school sites where they are posted. School newsletters are often used to inform parents of topics of particular interest at upcoming Board meetings.

RIGHT TO COMMENT

The public must have the right to comment on most issues before decisions are made. At all regular meetings time is provided under oral communications for the public to comment on items not on the agenda. Before decisions are made on agenda items, the public is also invited to comment. The public may also comment by writing to the School Board or speaking with individual members.

There are some items which are not discussed in public and are specifically named in the Brown Act and are listed here:

1. to discuss and/or take action on the appointment, employment, evaluation of performance, discipline or dismissal of a public employee, or to hear charges brought against the employee; an employee may request that a hearing on complaints or charges be heard in public.
2. to consider pending litigation or to initiate litigation
3. to discuss the purchase, sale, exchange, or lease of real property
4. to discuss labor negotiations and give directions to its negotiators or to discuss the compensation and benefits of unrepresented employees including administrators.
5. to consider suspension, discipline, or expulsion of a student.

RIGHT TO HAVE PUBLIC BUSINESS CONDUCTED IN PUBLIC

All deliberations and discussions and decisions are to be public unless they fall into specific categories. If they do fall in these categories, they must be listed as topics on the closed session agenda and action taken must be reported in open sessions.

V. HUMAN RESOURCES

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

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

EOLAH 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. EOLAH 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.

A. Administrator Qualifications

Administrators at EOLAH should possess leadership abilities, a comprehensive educational vision that is consistent with school's mission and educational program, skill in hiring and supervising excellent teachers, technology and data-analysis experience, and, if possible, business and legal experience.

The minimum criteria for administration candidates include: a B.A. degree or its equivalent, with a Masters or PhD preferred for the Principal and other instructional leaders; relevant educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); and positive references from the most recent places of employment, college or graduate school. Credentials are not required for administrators unless they teach a core, college preparatory class, in which case the appropriate subject matter credential would be required.

B. Teacher Qualifications

EOLAH plans 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. All teachers of core courses, including English, Social Science including History, Mathematics, Science, Non-English Language, Visual and Performing Arts, and College Preparatory Electives, shall be appropriately credentialed and assigned as required by the California Commission on Teacher Credentialing.

The minimum criteria for consideration include: a B.A. degree or its equivalent, preferably in a school subject area (i.e. mathematics, literature, history, etc.); educational experience after college, if applicable (i.e. fellowships, graduate work, etc.); successful classroom teaching experience; positive references from the most recent place of employment, college or graduate school; and teaching certification as required by law.

C. Recruitment

EOLAH teacher hiring process includes, whenever possible, potential teachers teaching a sample class that is evaluated by students and administrators, and an interview by a team comprised of all constituents (teachers, students, parents and administrators). Standard questions are generally used in all interviews so scores of applicants can be compared.

D. Professional Development

EOLAH 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, EOLAH invests heavily in professional development for our staff. All teachers participate in a yearly summer institute training which includes Math and English strategies. Also covered will be strategies for assessing ELL students.

E. Dispute Resolution Procedures

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 EOLAH and the OUSD

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

1. EOLAH's Director, along with any other school staff he/she deems appropriate, will ask to meet with EOLAH staff according to processes established in a Memorandum of Understanding.
2. If this meeting fails to resolve the dispute, then the matter will be brought to the 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.

EOLAH agrees to inform the school in writing if it is contacted regarding a conflict at the school and to refer the involved parties to EOLAH's conflict procedures.

EOLAH agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless EOLAH has requested the OUSD to intervene in the dispute.

- Disputes shall first be brought in writing to the school's Executive Director and Principal for resolution.
- If the dispute is not resolved at this level, the matter shall be brought before EOLAH Board of Directors. The Executive Director shall provide a written summary of the dispute and all attempts at resolution for the school Board of Directors.
- The decision of the Board of Directors shall be final.

F. Employee Representation

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.

EOLAH will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. EOLAH will comply with all provisions of the Educational Employment Relations Act (EERA), and will act independently from OUSD for bargaining purposes. In accordance with EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. If EOLAH employees elect to be represented by an organization for collective bargaining purposes, all employees will be individually contracted. The individual contracts will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, standards for performance evaluation, and bonuses.

G. Rights of School 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.

EOLAH 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 EOLAH Governance Board.

East Oakland Leadership Academy High 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 High 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. EOLAH will pay a higher starting salary and benefits for teachers than OUSD.

VI. 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.

EOLAH shall comply with all provisions and procedures of Education Code 44237 regarding Fingerprints and Criminal Records Summary. All employees having more than limited contact with minor students must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

If required by federal or state law, the school will provide screening for student vision, hearing and scoliosis, and students will show the required proof of immunization. EOLAH will maintain records of legally required tests and immunizations of students and/or staff.

Prior to February 1, 2009, EOLAH Board will approve a School Safety Plan that specifically addresses earthquakes, fire, floods, shootings, electricity loss, immunizations, administration of medications, tolerance for use of drugs and/or tobacco, and staff training on emergency and first aid response. EOLAH will develop and use further health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts as well as the Board.

VII. STUDENT ADMISSIONS AND ATTENDANCE RELATED POLICIES

A. 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.

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

- Continued outreach through community presentations (EOLAH will maintain a record of the number and location of these community presentations);
- Collaboration with community based organizations to support outreach efforts;
- Use of brochures, newsletters, TV/Radio public service announcements, print and non-print media for outreach communications;
- Distribution of materials in languages other than English when feasible. EOLAH will use translators when possible.

B. Enrollment Requirements

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

EOLAH 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 and lottery designed to reach out to inner-city families.

First, we will recruit from our existing school, 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 EOLAH exceeds the school's capacity, we will use an enrollment lottery as required by law. The lottery will be administered by the school, a certified public accounting firm, another independent entity or a mutually agreeable individual or entity. Siblings of students and children of staff may be given priority as allowed by law. Residents of the home District and/or attendance area may be given enrollment priority as allowed by law. A limited number of "founding families" that roughly reflect the diversity of the district may be given enrollment priority as allowed by law to enable the school to meet its mission of serving predominantly low income students.

Students may enter this lottery by satisfying the following requirements intended to create informed applicants who want to attend the school and are committed to the school program: (1) attendance at a group information session; and (2) completing a written application. These requirements will be adapted as necessary to accommodate those with exceptional needs or for whom English is not a primary language. The school will meet the needs of all Special Education and English Language Learner students. No student will be denied admission based upon disability or lack of available services.

As indicated previously, EOLAH 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 (public random lottery per law if more students apply than school capacity).

Students notified of enrollment/wait list status.

July

Students accept/reject enrollment.

Incoming Class is finalized.

Orientation Letters sent regarding EOLAH's dates and School policies.

August

Welcoming letter sent to families introducing Advisor and details regarding EOLAH, general information and school opening.

C. Pupil Suspension and Expulsion

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

The procedures by which pupils can be suspended or expelled.

The procedures for suspension and expulsion will include appropriate due process, will be specific and clear and will be compliant with federal laws governing discipline of special needs students. The bottom-line purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment. Informed by District and County processes and best practice, specific suspension and expulsion procedures will be revised from time to time.

A description of the currently proposed suspension and expulsion procedures, subject to change in the future, is included in the supplemental information package. EOLAH will notify OUSD of any expulsions. EOLAH will account for suspended or expelled students in its average daily attendance accounting as provided by law.

D. 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 EOLAH 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.

VIII. Financial Planning, Reporting/ Accountability

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.

A. Audits

An annual independent financial audit will be conducted by a certified public accountant and will use generally accepted accounting principles. The Treasurer and/or Chief Financial Officer of EOLAH will be responsible for contracting and overseeing the independent audit, and EOLAH will provide the audit to the State Controller, OUSD (December 7th), the State Superintendent and the Department of Education by December 15 of the following school year. EOLAH Treasurer and/or Chief Financial Officer will resolve audit exceptions and deficiencies in a timely fashion. The Board of Trustees and EOLAH will develop and implement sound budgetary monitoring and overview processes, including the development of balanced budgets prior to each fiscal year.

EOLAH may receive funding in accordance with Education Code, Charter Schools Act and other appropriate laws, and will receive funding locally from Oakland Unified school District. These funds may include, but are not limited to, Average Daily Attendance (ADA); the California State Lottery; state summer school funding; categorical block and non-block grants; parcel taxes; class size reduction funds if applicable; charter school funding from the California Department of Education, the federal government or other sources; and any other available or mutually agreeable sources of funding for programs. When applicable, EOLAH may seek foundation grants as it correlates to school's overall mission.

As required by 2002 Assembly Bill 1994, EOLAH acknowledges that the school must commence operations by September 30 to be eligible for that fiscal year's ADA-based state general purpose revenue.

B. Budgets

Governing Law: -California Education Code Section 47605(g)

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

The EOLAH will operate a sound financial school (see Appendix). Table I is an estimated funding model of categorical funding sources for 2008-2009 at EOLAH. The total estimated funding for the first year is \$323,169.00. Table II shows an estimated staffing cost of \$113,782.00. Table III shows a three-year (2007-

2010) operational planning budget with expenditures for EOLAH. Table IV reflects the estimated twelve-month cash flow of \$327,102.42 and EOLAH total expenditures of \$298,982.52 for 2008-2009, with a cash reserve of \$28,119.90 for the first year of operation. OUSD's transfer guide for charter school payments during a fiscal year was used as a framework to determine EOLAH income and expenditures for 2008-09.

C. Financial Reporting

EOLAH governing body will submit an annual budget to OUSD. EOLAH's annual fiscal period runs from July 1 through June 30. The Governance Board must approve the preliminary annual budget by July 1 of each fiscal year. In the charter school's first year of operation, the budget information submitted with this charter shall satisfy this requirement. On or before December 15, the charter school will provide an interim financial report that reflects changes. On or before March 15, a second interim financial report will be provided that reflects changes through January 31. On or before September 15, a final non-audited financial report for the full prior year shall be provided. The above interim reports and non-audited final reports will be provided to OUSD and county superintendent of schools.

EOLAH Governance Board will develop financial planning, reporting systems and budgets. The Director will produce monthly financial reports and internal controls to ensure fiscal responsibility. This will ensure that the internal control mechanisms address legal compliance, government access to records, accounting procedures, cash management, and budget development, financial reporting, and property management.

D. Insurance

EOLAH will secure and maintain general liability, workers' compensation, and other necessary insurance coverage as required by the OUSD. Insurance shall also be maintained to meet requirements of authorities to the extent that insurance is required to rent facilities or equipment. EOLAH has obtained quotes from State Compensation Insurance Fund of California and other sources for budgeting purposes. EOLAH agrees to hold harmless OUSD regarding liability issues. In addition, EOLAH will function under EOLA, which has a 501c(3).

E. Insurance Requirements

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

1. **COMMERCIAL GENERAL LIABILITY** insurance, which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than \$1,000,000.00 per occurrence.
2. **COMMERCIAL GENERAL LIABILITY** insurance that shall include coverage for owned and non-owned autos, with bodily injury liability limits not less than \$1,000,000.00 per person, per occurrence and property damage liability limits of not less than \$500,000.00, per occurrence.
3. **WORKERS' COMPENSATION INSURANCE**, as required by the California Labor Code, with not less than statutory limits.

F. Administrative Services

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

With the exception of services performed by OUSD in providing oversight to EOLAH 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 EOLAH 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, EOLAH 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 Governance Board 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 Governance Board 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 Governance Board will work with ClickBooks 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 EOLAH students and any Governance Board members who want to assess the school's financial condition. In addition, the EOLAH 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 (December 7th and 15th).

G. 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).

EOLAH will be located at 2628 Seminary Ave., Oakland, California.

H. Transportation

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

IX. Closure Procedures

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 EOLAH, the Governance Board 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. Families of children enrolled in EOLAH will be informed. A list of all students attending EOLAH will be forwarded to the Oakland Unified School District.

EOLAH 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 EOLAH, 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.

A. 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.

B. Notification to the California Department of Education and County Office of Education

The charter authorizing entity will send a notice of the school closure to the Charter Schools Unit at the CDE and to the County Office of Education. The notification will include the following information:

- a. Charter school name, charter number, and CDS code
- b. Date of closure action
- c. Effective date of the closure, if different
- d. Reason for the closure (Specify revoked, not renewed or other reason. If the charter is revoked pursuant to Education Code Sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked.)
- e. If a conversion charter school, whether the school will be reopened as a non-charter school.

C. Notification to Parents and Students

Parents and students of the charter school will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school. For high school students, the information should include specific information on completed courses and credits that meet graduation requirements and college entrance requirements.

D. 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.

E. Student and School Records Retention and Transfer

EOLAH 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.

F. Financial Close-Out

EOLAH 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.

G. 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.

X. IMPACT ON THE CHARTER AUTHORIZER

Governing Law: California Education Code Section 47605(g).

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

EOLAH will be an option to Oakland families. We are assuming that there will be an impact on Oakland Unified School District. We estimate that 10 students from OUSD will attend EOLAH (10 students X 6128 ADA) = 61280.

There will be two ninth grade classes the first year at EOLAH, which will consist of fifty students. In the second year, we will enroll a new group of fifty ninth graders. This process will continue for three years until the ninth through twelfth grades are established with 200 students.

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

The founding group does not foresee any civil liability in regards to EOLAH or OUSD. EOLAH will not access or rely on the District for favors, services, or support in day-to-day operation of the charter school. The term of this charter will begin on August 1, 2008, and expire five years later on July 31, 2012. All written communications between EOLAH and OUSD should be sent by First Class Mail to the following addresses:

1. East Oakland Leadership Academy High
2628 Seminary Ave.
Oakland, CA 94605
2. Oakland Unified School District
Charter Schools Division
1025 Second Ave.
Oakland, CA 94606

XII. CHARTER RELATED ISSUES

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

A charter may be granted pursuant to Sections 47605 ... for a period not to exceed five years. A charter granted by a school district governing board, a county board of education or the State Board of Education, may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

Severability

If any clause is found to be invalid for any reason, all other clauses remain in effect.

Notice

Unless changed in written notice to the Board, all notices to East Oakland Leadership Academy High shall be sent to:

Dr. Laura Armstrong, PhD
2614 Seminary Ave.
Oakland, CA 94605

* Most of the text is redlined due to reorganizing the contents and attaching appendices according renewal handbook.