

East Oakland Leadership Academy
Renewal Charter Petition

**Submitted to Oakland Unified School District
Office of Charter Schools**

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

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Introduction

“Educating Students Today To Become Leaders of Tomorrow”

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

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

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

The 2017-2018 school year will mark East Oakland Leadership Academy’s 15th year of continuing our mission to educate students to become leaders of tomorrow by meeting their academic, social, physical, and emotional needs. We have set high expectations and provided our students with rigorous and challenging curriculum. This proves to be true, with our recorded CASSP scores for 2016 -2017 school year indicating seventy-one percent (71%) of returning students scored at Level 3 or 4 in ELA and sixty-seven percent (67%) of returning students scored at Level 3 or 4 in Math. Our community involvement has played a positive role on our students as well. For example, with our partnership with Frohm’s Martial Arts as a part of our free after-school program, as well as our physical education plan, our students benefit in learning components such as perseverance and self-control, which align with our school’s vision.

In accordance with the California Charter School Act of 1992, as amended (the “Charter Schools Act”), East Oakland Leadership Academy hereby petitions the Oakland Unified School District to grant this renewal for grades K-8 charter for five years from July 1st, 2018- June 30th, 2023.

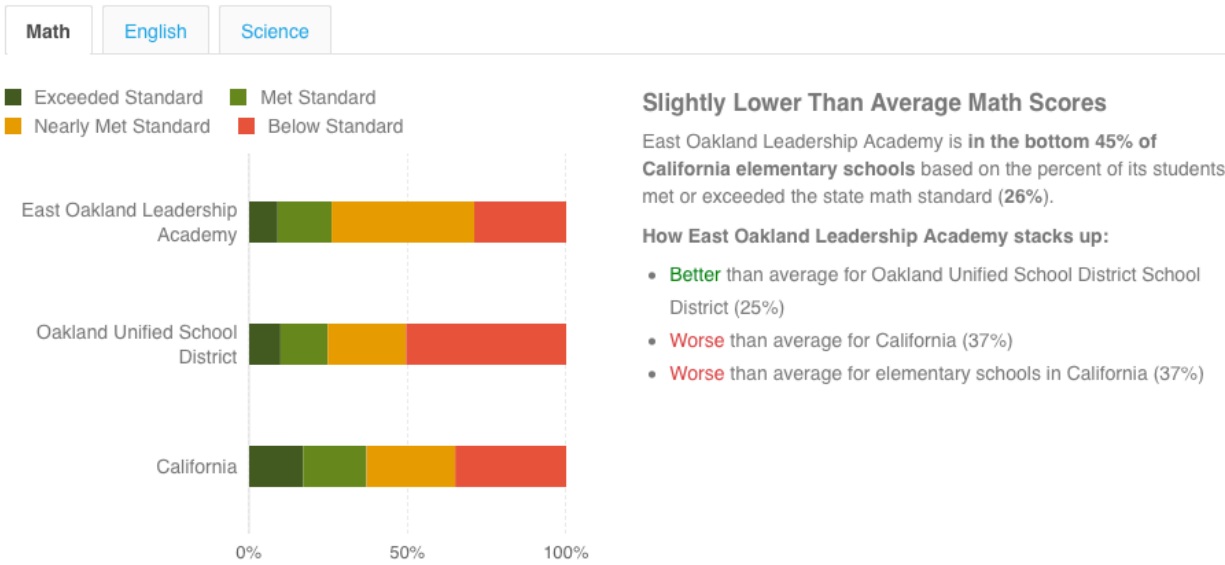
CULTURE

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

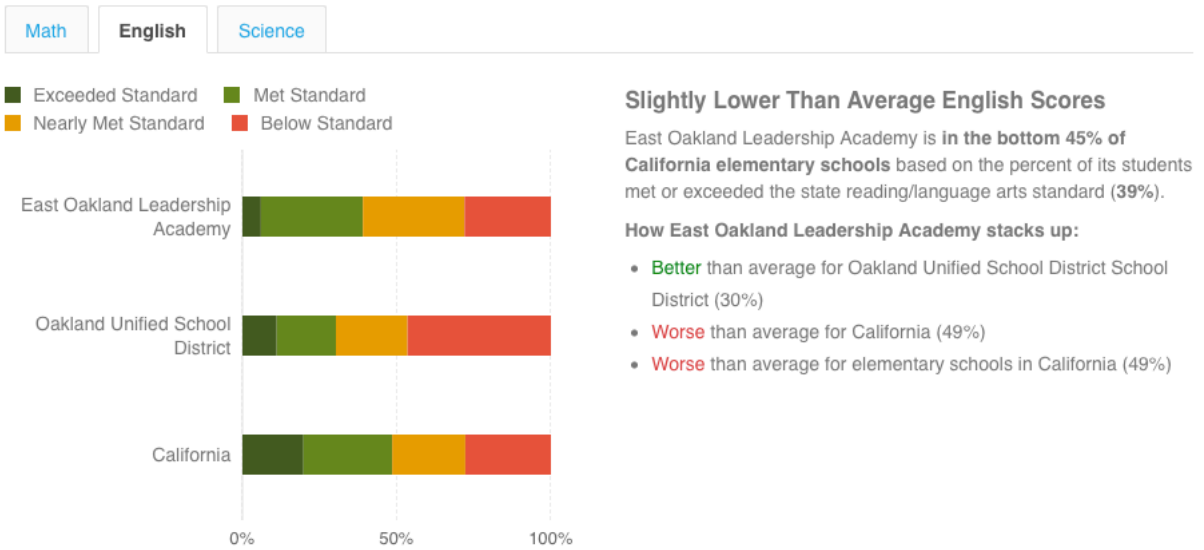
- Develop academic excellence and high standards of personal and social behavior.
- Develop the skills to become lifelong learners who are independent and critical thinkers.
- 1. Become active participants in a democratic society as contributing citizens within the school, local, and global communities.
- Strengthen their sense of personal agency and grit through the practice of setting goals, planning, and taking responsibility over their learning and educational environments.
 1. Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem

East Oakland Leadership Academy opened its doors to the youth of East Oakland in 2003. EOLA has grown from one 6th grade class to currently serving students in grades K-8. East Oakland Leadership Academy is a small school serving students in the severely economically depressed East Oakland area. The majority of students at EOLA would otherwise attend Parker, Markum or Charles Howard elementary schools and Frick or Elmhurst Community Prep. Currently Ninety-six percent (96%) of our students qualify for free or reduced lunch; 34% are Hispanic or Latino; 43 % are African American and 4% are Asian. Ten percent (10%) of our students have disabilities and 27% are English Learners. East Oakland Leadership Academy maintains incredibly high success rates, despite the disadvantaged position our students are in. The success of EOLA is marked by improvement in student achievement; school-wide and for numerically-significant subgroups, enrollment growth and high attendance rates,

proactive parent involvement, and the creation of a safe, clean, welcoming school environment in an area rife with crime and violence on the streets and in the schools. Highlights of this success include:
 California Assessments of Student Performance and Progress (CAASPP)



California Assessments of Student Performance and Progress (CAASPP)



1. The suspension rate declined significantly for ELs, African Americans, Hispanics, and Socioeconomically Disadvantaged students.
2. At least 50% of African American and Hispanic students performed at Nearly Met or Above Standards in ELA and Math.
3. The state indicator for academic performance of all students indicates that EL Progress was at 97% and the change was a significant increase of 27.5%.
4. Hispanics performed better than any other subgroup.
5. MPO Goals were met including:
 - a. 76% of Hispanics students demonstrated at least 1 year growth on SRI
 - b. 80% of African Americans demonstrated at least 1 year growth on SRI
 - c. 76% of ELs students demonstrated at least 1 year growth on SRI
 - d. 70% of Low Income students demonstrated 1 year growth on SRI.
 - e. 85% of ELs demonstrated at least 1 year growth on CELDT
 - f. 71% of Returning Students scored at Level 3 or 4 on the ELA portion of SBAC
 - g. 67% of Returning Students Scored at Level 3 or 4 on the Math portion of SBAC

The attendance rate at a school is an indicator of how engaged the students are in the educational program, and how motivated the parents are to ensure their children arrive at school on a consistent basis. Student attendance rate at EOLA has been consistently high at 95% and above for the past five years. The attendance rate in the afterschool program has also been high reaching over 85 % .

Another key marker of success is our teacher engagement at school, with students and community. It is common practice for teachers to arrive early and remain at school an hour or more after their official day ends. Our teachers are passionate about education and willingly continue to work with students in the free after-school program that ends at 6:00 PM. Over 80 percent of teachers are involved in the after school program

East Oakland Leadership Academy actively seeks parent input through a variety of channels including direct parent contact and outreach, and parent representative on the Board. Additionally, Parents actively participate the EOLA Parent Organization (EPO). Collaboration with the E.P.O contributes to our success in providing an equitable and quality educational experience for the youth of East Oakland. Parents complete a satisfaction survey yearly.

Student and Parent Satisfaction Survey 2016-2017

Survey Questions	Students	Parents
Positively Rate School Safety	88%	76%
Positively Rate Academic Instruction	85%	80%
Positively Rate their voice in School Decision	89%	71%

The Charter Schools Act states:

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

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

Element 1

DRL: “In accordance with SB 1290, EOLA pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.”

EOLA acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

EOLA’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”

DRL: “If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.”

Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

ELEMENT 1: EDUCATIONAL PROGRAM AND PHILOSOPHY

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

Mission Statement

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

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

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

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

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

Educational Philosophy

East Oakland Leadership Academy School’s (EOLA’s) goal is to provide strong academic skills in Language Arts & Literature and Mathematics to minority and socio-economically disadvantaged students. EOLA will serve inner city students in grade levels kindergarten to eighth. We believe that student engagement is a critical factor of academic success; therefore we focus on achieving a high student attendance rate. The curriculum is designed to enhance the academic skills of all students with a focus on marginalized student populations and socio-economically disadvantaged students. Utilizing small, structured classrooms will provide the discipline and individualized support necessary for student success. EOLA will also provide instruction that develops academic and social skills with a focus in, but are not limited to, reading, writing, math, science, and social science to ensure students have the ability to actively participate in a capitalistic society. Achieving these goals will be a collaborative effort between students, school, family, and community members.

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

- A vision, mission, and operational business plan that focuses on student learning
- Academically rigorous curricula and pedagogy that will create a body of knowledge and skills essential for economic, civic, technological, traditional, and personal advancement in the multicultural and increasingly globalized society
- Effective and engaging instruction with a commitment to utilizing various teaching approaches to meet the needs of differing learning styles
- An environment that will support and encourage collaboration amongst teachers through shared decision making and lesson plan development
- Professional development that places skills in a context consistent with the overall school mission
- Small school size, which contributes to a culture of trust and communication

- Parent and community involvement that supports school programs and encourages community engagement
- Implementing regular and varied assessments that measure progress and allow for continuous internal evaluation to ensure the success of both students and staff performances
- Clear and accessible communication processes for community members detailing student and school performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial
- A cooperative environment in which students feel respected, valued, safe, and supported
- Encouragement for families and the larger community to become educational partners of charter schools

Population Served by East Oakland Leadership Academy

East Oakland Leadership Academy (EOLA) will welcome, as space and resources are available, students currently served by the Oakland Unified School District in Grades K-8. As AB544 states as a Charter School all students throughout California are welcomed according to space availability. In year one, the Academy served grade 6 and increased enrollment in the following years according to the original charter statement, currently serving grades K-8. EOLA currently serves a student population of Ninety-six percent (96%) that qualify for free or reduced lunch; thirty-four percent (34%) who are Hispanic or Latino; forty-three percent (43 %) who are African American, four percent (4%) who are Asian; ten percent (10%) who have disabilities and twenty-seven percent (27%) who are English Learners.

Our projected enrollment over the next five years:

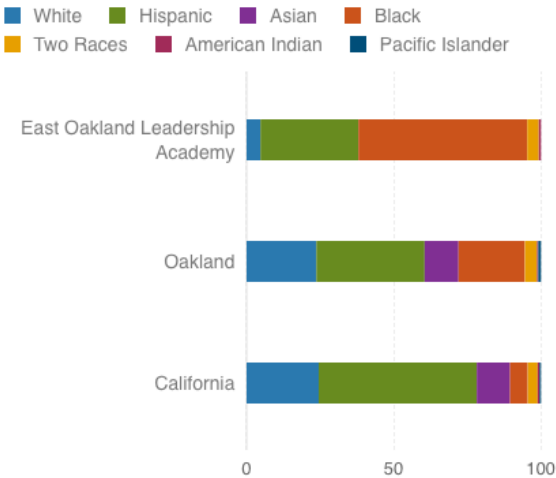
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K	20	20	20	20	20
1	15	20	20	20	20
2	14	15	20	20	20
3	14	14	15	20	20
4	15	14	14	15	20
5	15	15	14	14	15
6	15	15	15	14	14
7	15	15	15	15	14
8	17	15	15	15	15

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

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

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

Ethnic Distribution



Mostly African-American Students

86 students, or 57.3% of the student population at East Oakland Leadership Academy identify as African-American, making up the largest segment of the student body. A typical school in Oakland is made up of 22.5% African-American students, so East Oakland Leadership Academy has a drastically different ethnic distribution compared to other schools in the city.

The demographic breakdown of East Oakland Leadership Academy is drastically different from that of a typical school in the state of California, which is made up of 6% African-American students on average.

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

21st Century Educated Person

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

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

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

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

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

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

How Learning Best Occurs: Small School Design

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

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

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

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

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

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

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

Curriculum and Instructional Design

Academic Standards

EOLA, as a public charter school, must administer the required standardized tests derived from the California state standards. To foster an environment that supports student success in their academic program, while still meeting or exceed the common core standards, EOLA uses the Common Core standards as the framework for instruction and incorporates the four school-wide objectives of academic advancement, critical thinking, personal responsibility (agency), and a focus on high attendance.

EOLA ACADEMIC SCHEDULE

K-5 SCHEDULE	SUBJECT
08:15 – 08:30	Morning Circle (K-8 participate)
08:30 – 10:30	English Language Arts
10:30 – 10:45	Nutritious Break
10:45 – 12:30	Mathematics
12:30 – 01:00	Lunch
01:15 – 02:00	Science/PE
02:00 – 03:00	History/Art
03:00 – 04:00	Tutoring/Homework Club
04:00 – 06:00	After School Program

(K-3 schedule vary slightly to allow for recess)

6-8 SCHEDULE	Monday	Tuesday	Wednesday	Thursday	Friday	
08:30 - 10:30	English Language Arts	English Language Arts	English Language Arts	English Language Arts	08:30-10:30	Career and College Readiness
10:30-10:45	Nutritious Break	Nutritious Break	Nutritious Break	Nutritious Break	10:30-10:45	Break
10:45 - 12:30	Computer Lab/Mathematics (7-8 rotate)	Computer Lab/Mathematics (7-8 rotate)	Mathematics	Mathematics	10:45-12:40	Independent Study and Research
12:30 – 01:00	Lunch	Lunch	Lunch	Lunch	12:40-03:00	Afterschool Program
01:00 – 02:00	Literature Studies	Critical thinking	Literature Studies	Critical Thinking		
02:00 – 03:00	Science/PE	Science/PE	History/Art	History/Art		
03:00 – 04:00	Tutoring/Homework Club	Tutoring/Homework Club	Tutoring/Homework Club	Tutoring/Homework Club		
04:00 – 06:00	After School Program	After School Program	After School Program	After School Program		

EOLA will have at least 175 days of instruction and For each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- (A) To pupils in kindergarten, 36,000 minutes.*
- (B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.*
- (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.*

Course Descriptions (See Appendix for Pacing Guides and Curriculum Maps)

ENGLISH LANGUAGE ARTS (ELA) CLASSES

ELA classes will deliver the Content based on the Common Core Standard for each grade level.

Utilizing multiple teaching strategies will address the various learning needs of each student. Strategies are based on inclusive, multicultural pedagogy, and addresses the needs of ELL and ELD students. These strategies will be implemented to teach mastery of the English Language Arts standards including: word analysis, reading fluency, systematic vocabulary development, reading comprehension, literary response and analysis, writing strategies and applications, written and oral English language conventions, listening and speaking strategies and applications.

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

Instructional materials will include a combination of technology-based and printed materials that have been adopted by the SBE. Technology-based materials include, but are not limited to: Acellus- a computer program that allows students to work individually, at their own pace to master ELA concepts. Printed materials included, but are not limited to, literature books from Houghton Mifflin and Holt. Each classroom has a library with grade level reading materials. The Holt Reading Series provides assessments for the beginning, middle and end of year.

Writing

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

Reading

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

We believe that:

- Literacy belongs to all students; adequate support and exposure to a diverse range of literature and authors will promote a rigors and encouraging culture of reading.
- Immersion in a print-rich environment that includes a variety of text forms supports children's literacy learning.
- Reading and writing are best simultaneously, not sequentially. The learning of one enhances the learning of the other.
- Children acquire language skills, including literacy skills, in their own ways and at their own pace. The range for normal development is wider than most schools reading programs can comfortably accommodate.
- Children learn best when content is relevant, interesting and meaningful; content should motivate students personal sense of purpose for learning.
- The underlying goal of all literacy learning is to create an independent readers and writers. The earlier the student is in charge of his or her literacy learning, the more proficient of a reader they become.

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

- Words walls that include, but are not limited to, content specific academic language, and high frequency words (sight words)
- Classroom libraries that include a diverse, grade appropriate, and wide range of materials for students
- Extended reading instructional period
- Cooperative groups
- Guided read alouds and shared reading practices
- Students reading fiction and nonfiction literature in the forms of, but not limited to: academic articles, short stories and chapter books. Grades 2-8 reading 10 chapter books over the course of the school year.

Each student will be taught the skills required for them to become agents in their own learning; students will be challenged to set individual learning goals, and to put forth their best effort.

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

- Frequent teacher read alouds exposing students to a dynamic range of literature
- Utilizing literature that is culturally relevant to students.
- Concrete activities designed to engage students in discussions about compelling issues raised in the text and/or relate the text to other subjects being taught in the curriculum.
- Informal assessments, in addition to formal ones, that allow each student to be optimally challenged and to achieve success as defined by his or her own abilities.
- Activities that allow student choice and peer interaction

- Activities will increase the student’s understanding and/or connection to their own lives, their classmates, and people in variety of communities beyond their own

MATH CLASSES

Math classes will deliver the Content based on the Common Core Standards for each grade level.

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

Math will be practiced daily to introduce and reinforce math concepts at each grade level. In alignment with the Common Core Standards, content will also emphasize understanding of mathematical material and develop skills necessary for accurately explaining one’s mathematical thinking.

Instructional materials will include a combination of technology-based and printed materials that have been adopted by the SBE. Technology-based materials include, but are not limited to: Acellus- a computer program that allows students to work individually, at their own pace to master math concepts. Printed materials included, but are not limited to, literature books from Houghton Mifflin and Glencoe.

Algebraic thinking will be implemented at each grade level. This will help students master key algebraic skills and understand mathematical concepts through investigative study and simulating problem solving. Students will be encouraged to work cooperatively to explore patterns by incorporating instruction with motivational real-life tasks and use a model to learn an algebraic pattern.

Curriculum will develop the student’s mathematical proficiency by:

- Teaching problem solving techniques and strategies,
- Using other subjects taught to support learning and recognizing algebraic connections.
- Activities that analyze givens, constraints, relationships, and goals
- Activities that practice using materials pertinent to mathematics. This includes, but is not limited to, computer coding programs, graphing calculators, rulers, and operations charts.
- Teaching quantitative reasoning skills and generalizations.
- Activities centered around constructing mathematical arguments using concrete examples based in proven mathematical theory. .
- Incorporating the use of technological tools; this will allow students to understand concepts at a deeper level and gain experience applicable to living in the 21st century.

This strategy will motivate students to sharpen their thinking skills and at the same time prepare them for taking standardized math tests.

SCIENCE/HEALTH CLASSES

Science/Health classes will deliver the Content based on the Common Core Standards (NGSS) for each grade level.

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

The goal of scientific literacy is to transmit fundamental biological, physical, and earth science concepts to all students while imbuing positive attitudes about science. This approach enables students to use the basic concepts for continual learning and application. Components of scientific literacy includes: developing positive attitudes

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

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

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

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

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

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

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

HISTORY/SOCIAL SCIENCE CLASSES

History/Social Science classes will deliver the Content based on the Common Core Standards for each grade level.

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

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

Our goals will include enabling students to see the connection between the ideas and behaviors, between the values and ideals that people held and the ethical consequences of those beliefs. Students will learn about the cultures, societies, and economic systems that prevailed in other parts of the world. Students will be able to recognize the political and cultural barriers that divided people as well as the common human qualities that united them.

We will teach tolerance. The history of community, state, nation, and world will reflect the experiences of individuals of different racial, religious, and ethnic groups. We want our students to understand the value, importance, and fragility of our democratic institutions. This will be done in an effort to develop a keen sense of ethics and citizenship, and to care deeply about the quality of life in their community, nation, and world.

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

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

Leadership Skills

EOLA provides an environment that uplifts and reinforces the fact that every student has the ability to lead in one or more aspects of their lives. The approach is multifaceted and aligns with the Common Core Career and College readiness standards; leadership skills are taught and practiced in the classroom, with the whole school, during the after school programs the school has developed and offered free of charge to parents and guardians and in our community.

In the classroom leadership skills are developed and refined through:

- Designated student jobs that rotate weekly/bimonthly/monthly
- Student led analysis discussions in, but not limited to, literature, math, and social science
- Implementing a range of group activities allowing for different students to take the leadership roles

As a whole school leadership skills are developed and refined by:

- Creating numerous intentional and meaningful opportunities to lead the morning circle which happens daily with the entire school.
- Having a system in place for students to share excellent and original work, artistic ability, and expertise of a particular topic to the entire school
- Providing opportunity for students to act as representatives of EOLA outside of school at events including, but not limited to, ceremonies EOLA is invited to, school fairs, and public hearings

In the afterschool program leadership skills are refined and reinforced in each program: Musical Theater, Art, Karate, and Math club/tutoring by:

- Creating a system that allow students to be responsible for checking-out technology and text to students, or be responsible for helping administer snacks during homework club
- Allowing students to practice performing in front of audiences in Musical Theater
- Designating Leadership roles or jobs to organize and monitor supplies for Art
- Karate emphasizes leadership through teaching courtesy, integrity, perseverance self-control and having an indomitable spirit as a way of life.

EOLA also provides experiences for students to be leaders in our community through:

- organized community clean-up days a
- participation in KABOOM projects- rebuilding local parks
- “YOU MATTER” campaign

EOLA provides professional development opportunities both on and off site including:

1. one week intensive before school: academic language; implementation of common core strategies; addressing needs of diverse learners
2. blended learning strategies
3. classroom management strategies
4. common core lesson planning
5. curriculum updates (SBAC, ELPAC, NGSS etc)
6. teaching reading and literature
7. grading and pacing guides

Creative Expression

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

Art and Technological Literacy are integral parts of preparing the 21st century learner. Student will require basic computer skills by 8th grade. Basic computing skills will be taught appropriately at grade levels in preparation for college and career. Students will have access to computers during class time and in the after school program. Several of our partners, DACA and the David Glover technology Center provide students opportunity to expand computer skills including coding, digital arts and VR.

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

Plan for Students Who Are Academically Low Achieving

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

For students who arrive at EOLA significantly below grade level in either reading or mathematics or who require additional time to master the curriculum, EOLA teachers will create an individualized learning plan as needed to allow more instructional support in the area(s) of need. Parents will be notified and encouraged to be a part of the intervention process. Ongoing evaluation will ensure successful progress of the student. Additional instructional support may include: tutoring, pull-out, one-on-one, and teacher assistants. In addition, Acellus is an effective resource for students of all academic levels. Acellus has the tools to scaffold lessons, as well as repeat specific concepts that a student is having a difficult time grasping. Acellus is a great supplemental tool for academically low achieving students.

Plan for High Achieving Students

For students performing above grade who requiring more challenging curriculum, EOLA teachers will create an individualized learning plan that will provide learning opportunities according to their needs. Parents will be notified and encouraged to be a part of the process. Acellus is an effective tool for high achieving students. Acellus has a placement assessment that can assist in identifying the need and provide curriculum in all subject areas according to the student's performance level.

Plan for English Learners

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

Listening, speaking, reading, and writing skills of EL's will be assessed. The home language survey and mandatory CELDT/ELPAC testing as required by law, will help identify the needs of EL's. These tests will be given within the designated time frame annually and each year afterward. When a language other than English is listed on the survey, students will be administered the California English Language Development Test (CELDT). CELDT is designed to evaluate each student's listening, reading, speaking and writing skills in English. Parents will be notified of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process.

EOLA will comply with federal, state, and district mandates regarding EL education and re-designation of EL students. EOLA will meet all requirements of federal and state law relative to equal access to the curriculum for English Learners. EL's will be instructed in English by teachers who are trained to work with English Learners. EOLA EL's will be prepared with the skills in English and mathematics to meet the Content based on the Common Core Standards. ELPAC will be administered as it becomes available. Also, EL's will have access to additional resources through "Discover English" curriculum on Acellus program that is uniquely equipped to meet the specific needs of EL's.

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

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

Governing Law: California Education Code 47642.

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

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

Special Education Assurances

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

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

SPECIAL EDUCATION

Students with Special Needs

EOLA recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the OUSD and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. EOLA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, EOLA will comply with OUSD and SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by EOLA for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b). As long as EOLA operates as a school of the OUSD for special education purposes (pursuant to Education Code 47641(b)), the specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of EOLA and the OUSD. The language that follows is not meant to preclude alternative arrangements between the OUSD and EOLA as agreed upon in the MOU.

SELPA Affiliation

EOLA shall initially be deemed, by default, a public school of OUSD for purposes of special education, pursuant to Education Code Section 47641(b). However, EOLA reserves the right to apply and become an independent Local Education Agency (LEA) member in a SELPA for

purposes of special education. In this case, EOLA will make written verifiable assurances that it will become an independent LEA and, upon acceptance into a SELPA, will be an independent LEA member of that SELPA pursuant to Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter.

School of the OUSD

So long as EOLA operates as a public school of the OUSD for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and Section 1414, Title 20 of the United States Code, the OUSD will provide an equitable share of special education services and/or funding for students enrolled at EOLA, to the extent required by law and in the manner specified in the MOU.

EOLA agrees to collaborate with the OUSD to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

LEA for Special Education

If EOLA makes written verifiable assurances that it will become an independent local educational agency (LEA) pursuant to Education Code Section 47641(a), the EOLA will assume full responsibility for providing special education and related services to eligible EOLA students, in accordance with state and federal law.

EOLA will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. EOLA agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students records.

Child Find

EOLA understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

EOLA will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, EOLA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or EOLA staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. EOLA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, in order to comply with state and federal Child Find requirements, EOLA will follow the applicable OUSD policies and procedures to identify students who may have a disability that qualifies them to receive special education services. EOLA will collaborate with the OUSD to ensure timely transfer of Individualized Education Program (IEP) records and will utilize OUSD policies, procedures, and forms to appropriately identify and refer students for special education.

LEA for Special Education

If EOLA becomes an independent LEA for special education purposes, EOLA shall be solely responsible for compliance with state and federal Child Find requirements. EOLA shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. EOLA’s internal method for referral for assessment will be th Student Success Team (SST)). Parents/guardians will be informed that special education and related services are provided at no cost to them.

School of the OUSD

The parent/guardian of any student suspected of needing or qualifying for special education services may make a referral for an evaluation. If the referral is made verbally, EOLA shall assist parent/guardian to submit a request in writing. So long as EOLA operates as a school of the OUSD for special education purposes, and unless otherwise agreed to in the MOU, EOLA will notify the OUSD within 2 days of any such referrals and will work collaboratively with the OUSD to respond to the request in writing within 15 days.

If EOLA, in collaboration with OUSD, concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s written consent for assessment.

LEA for Special Education

If EOLA operates as an independent LEA for special education purposes, then, in the event that EOLA receives a written request for evaluation, it will be solely responsible for working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. EOLA shall respond to a written request for assessment within 15 days.

If EOLA concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written

consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, and unless otherwise agreed to in the MOU, upon receipt of signed Assessment Plan, OUSD will be responsible for conducting special education assessments in all areas of suspected disability if deemed appropriate by OUSD. EOLA will work collaboratively with the OUSD to conduct an evaluation. Assessment procedures will be conducted in the student's primary language, and EOLA will work with the OUSD to provide an interpreter, if needed. The STAFF MEMBER will be responsible for gathering all pertinent information and sharing such information with OUSD, as needed.

LEA for Special Education

If EOLA operates an LEA for special education, EOLA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by EOLA. A designated staff member will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

1. Individual testing;
2. Teacher observations;
3. Interviews;
4. Review of school records, reports, and work samples; and
5. Parent input.

EOLA will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

6. Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
7. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
8. The student must be evaluated in all areas related to his/her suspected disability;
9. Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually

administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;

10. Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
11. Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
12. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
13. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
14. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. EOLA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, EOLA will work with OUSD to develop IEPs and to provide modifications, accommodations and services pursuant to each student's IEP. The school will seek to include all students with disabilities in the Least Restrictive Environment (LRE) with non-disabled peers to the maximum extent appropriate. However, if a student's IEP team determines that the student requires placement outside of a general education classroom, the school will work with OUSD, to provide the necessary placement and/or services.

EOLA views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school, in collaboration with OUSD, will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by EOLA, in cooperation with the OUSD as agreed upon in the MOU.

LEA for Special Education

If EOLA operates an LEA for special education, EOLA shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. EOLA will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

15. The parent or guardian of the student for whom the IEP was developed;
16. The Student, if appropriate
17. The Principal;
18. At least one special education teacher;
19. A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
20. A SELPA Special Education Representative, if appropriate;
21. If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
22. Others familiar with the student may be invited as needed.

EOLA will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by EOLA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

23. A statement of the student's present levels of academic achievement and functional performance;
24. The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
25. The services the student will receive and the means for delivering those services;
26. A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;

27. Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
28. A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
29. Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
30. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
31. The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

32. Yearly to review the student's progress and make any necessary changes;
33. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
34. After the student has received a formal assessment or reassessment;
35. When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
36. When an Individual Transition Plan (ITP) is required at the appropriate age;
37. When EOLA seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, and unless otherwise agreed to in the MOU, OUSD shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with OUSD policies and procedures.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to EOLA. The school will work with the OUSD to respond to the request.

Unless otherwise specified on the student's IEP, parents/guardians will be informed of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals in accordance with the OUSD's policies and procedures and using the OUSD's forms.

LEA for Special Education

If EOLA operates as an LEA for special education, EOLA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed three (3) times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, EOLA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, EOLA shall collaborate with the OUSD to provide specialized instruction and services in accordance with each student's IEP and as agreed upon in the MOU. Our mission is to mainstream students in regular education classrooms whenever appropriate according to individual IEPs. EOLA reserves the right to contract with agencies and vendors outside of the OUSD, when appropriate, to secure special education services, including administrative support services. As a part of EOLA's professional development teachers are provided strategies to implement inclusive and equitable curriculum.

LEA for Special Education

If EOLA operates as an independent LEA for special education purposes, EOLA will offer a comprehensive inclusion program that includes co-teaching and specialized individual tutoring. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, EOLA will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New EOLA Students

EOLA shall comply with Education Code Section 56325 with regard to students transferring into the EOLA within the academic school year.

School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, if a student enrolls at EOLA with an existing IEP, EOLA will notify the OUSD, in accordance with any applicable OUSD policies. An IEP meeting will be convened within 30 days of enrollment to review the existing IEP, discuss the students' present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, EOLA shall work with the OUSD to implement the existing IEP at EOLA and offer services comparable to those in the existing IEP, or as otherwise agreed by the parent/guardian.

LEA for Special Education

If EOLA operates as an independent LEA for special education purposes, EOLA shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the EOLA from another school within the same SELPA, EOLA, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and EOLA agree to develop and implement a new IEP.

For students transferring to the EOLA from another school within a different SELPA, EOLA, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time EOLA shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to EOLA from a school outside of California, EOLA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until EOLA conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by EOLA, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

School of the OUSD

So long as EOLA operates as a school of the OUSD for purposes of special education, OUSD will hold ultimate responsibility for providing special education services, unless otherwise agreed upon in the MOU. EOLA is committed to cooperating with the OUSD to ensure that all IEPs are properly implemented and all students requiring services are adequately served. The details of division and coordination of special education staffing and services shall be specified in an MOU between the EOLA and the OUSD.

LEA for Special Education

If EOLA becomes its own LEA for special education purposes, it will assume responsibility for special education staffing and service delivery. EOLA will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. EOLA shall ensure that all special education staff hired or contracted by EOLA is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

It is the goal of EOLA to employ at least one full time teacher with a valid Special Education Credential. This teacher, along with the principal of EOLA, will be the primary EOLA representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented.)

In year 3, pending budgetary availability, EOLA plans to employ a Special Education Coordinator that will have the following duties:

38. Ensure that all aspects of the IEP are followed;
39. Arrange for the teacher of the student to attend the team meetings;
40. Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
41. Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
42. Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
43. Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
44. Provide a report of student progress on the same schedule as students in general education)

All teaching staff at EOLA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for EOLA Staff

EOLA administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the OUSD and/or SELPA.

School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, OUSD agrees to allow EOLA staff access to all special education related professional development opportunities that are available to other employees of the OUSD.

LEA for Special Education

If EOLA operates as an independent LEA for special education, EOLA shall seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

EOLA, in collaboration with OUSD or SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

45. A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
46. The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
47. The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
48. The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
49. The basis of exit from EOLA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the designated staff member. The designated staff member will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The designated staff member will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEP's at EOLA must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. EOLA will utilize the Notice of Procedural Safeguards used by the OUSD or SELPA in which it is a member.

School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. EOLA work with the OUSD to arrange a meeting between the parents/guardians, the school, and OUSD staff to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

LEA for Special Education

If EOLA operates as an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. EOLA work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

School of the OUSD

So long as EOLA operates as a school of the OUSD for special education purposes, in the event that a parent/guardian files a request for a due process hearing or request for mediation, the OUSD and EOLA shall work together to defend the case.

In the event that the OUSD determines that legal representation is needed, the EOLA agrees that it shall be jointly represented by legal counsel of the OUSD's choosing. OUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in EOLA if the OUSD determines such action is legally necessary or advisable. EOLA agrees to cooperate fully with the OUSD in such a proceeding. EOLA understands that the OUSD shall have sole discretion to settle any matter in mediation or due process. The OUSD shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any EOLA student.

LEA for Special Education

If EOLA operates as an LEA for special education purposes, EOLA acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of EOLA's alleged failure to provide FAPE to students enrolled in the EOLA. EOLA may also initiate a due process hearing or request for mediation with respect to a student enrolled in EOLA if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with OUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

EOLA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of EOLA. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

EOLA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the EOLA shall be accessible for all students with disabilities in accordance with the ADA.

EOLA will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the Principal or designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

50. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
51. Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
52. Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are

needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The designated staff member will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Element 2

DRL: “In accordance with SB 1290, EOLA pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

EOLA’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:” (see Appendix)

DRL: “[By July 1, 2015, and annually thereafter]: EOLA shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- *A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- *Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”*

DRL: “Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*

Goals 1-3	Basic Services	Implementation of Common Core	State Standards	Parental Involvement	Student Engagement	School Climate	Course Access	Student Performance
<p>Goal 1: 65% of returning students will demonstrate proficiency in ELA by increasing on SRI and SBAC</p>	100% fully credentialed teachers	<p>Weekly approved lesson plans that adhere to common core standards for every teacher</p> <p>Multiple professional development opportunities for staff</p>	<p>Weekly approved lesson plans that adhere to standards for every teacher</p> <ol style="list-style-type: none"> 1. 2. 3. Multiple professional development opportunities for staff 	A functioning EPO (a parent teacher alliance) meet and plan events throughout the year	An attendance of at least 95% will be met by EOLA annually	An attendance of at least 95% will be met by EOLA annually	100% of students have access to course materials	<p>70% of returning students will demonstrate proficiency in ELA by increasing performance on SBAC</p> <p>70% of returning students will demonstrate proficiency in ELA by increasing performances on SRI</p> <p>SBAC scores show 10% increase</p> <p>Students demonstrate 1 year growth on the SRI</p>
<p>Goal 2: 70% of returning students will demonstrate proficiency in Math by increasing performances on SRI and SBAC</p>	100% fully credentialed teachers	<p>Weekly approved lesson plans that adhere to common core standards for every teacher</p> <p>Multiple professional development opportunities for staff</p>	<ol style="list-style-type: none"> 1. Weekly approved lesson plans that adhere to standards for every teacher 2. 3. 4. Multiple professional development opportunities for staff 	A functioning EPO (a parent teacher alliance) meet and plan events throughout the year	An attendance of at least 95% will be met by EOLA annually	An attendance of at least 95% will be met by EOLA annually	100% of students have access to course materials	<p>70% of returning students will demonstrate proficiency in Math by increasing performance on SRM</p> <p>70% of students will increase proficiency in Math by increasing their performance on SBAC</p> <p>SBAC scores show 10% increase</p> <p>Students demonstrate 1 year growth on the SRI</p>

Goal 3: EL learners will show yearly progress on SRI, SRM, CELDT, and SBAC	100% fully credentialed teachers	Weekly approved lesson plans that adhere to common core standards for every teacher	Weekly approved lesson plans that adhere to standards for every teacher	A functioning EPO (a parent teacher alliance) meet and plan events throughout the year	An attendance of at least 95% will be met by EOLA annually	An attendance of at least 95% will be met by EOLA annually	100% of students have access to course materials	EL learners will demonstrate yearly progress in ELA on CELDT/ELPAC SBAC scores show 10% increase Students demonstrate 1 year growth on the SRI
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- *The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- *The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”*

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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

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

Measurable Student Outcomes

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

Research-Based Instructional Strategies

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

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

Focus on Results

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

Element 3

DRL: “Pursuant to the transition to California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, EOLA will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”

DRL: “If EOLA does not test with the District, EOLA hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”

ELEMENT 3: OUTCOME MEASUREMENT

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

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

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

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Core Subject Areas	English Language Arts	Pre Assessment Reading assessments Writing assessments Exhibitions Ongoing content assessments ILP as needed	SBAC SRI CELDT ELPAC
	Mathematics	Pre Assessments Assessments Ongoing content assessments ILP as needed	SBAC SRM
	Social Studies	Ongoing content assessments	SBAC where

			applicable
	Science	Ongoing content assessments	NGSS / SBAC where applicable
	Health	Ongoing content assessments	CA physical fitness test
Non-Core Subject Area	Leadership	Participation in student led activities	
	Arts	Ongoing content assessments Ongoing portfolio assessments Exhibitions	

Use and Reporting of Data

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

EOLA will distribute a satisfaction survey to all families and legal guardians of students. It will be the formal means of collecting information on the effectiveness of school outreach and information dissemination, while providing the opportunity for families to express their views on the EOLA educational experience. EOLA will be accountable to multiple constituencies: students and their families, its Board of Trustees, OUSD, and the California State Department of Education. Accountability to each of these constituencies includes fiscal and academic performance. EOLA will complete SARC report annually that will contain student achievement data disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Pupil Outcome Goals	Assessment
1. Students will maintain a high attendance rate	An attendance rate of at least 95% will be met by EOLA annually, as reported to the District and the state.
2. Student test scores in ELA will increase	Students will strive to increase yearly performance in ELA on SBAC and SRI.
3. Student test scores in Math will increase	Students will strive to increase yearly performance in Math on SBAC and SRM.
4. EL learners will show yearly progress	EL learners will strive to increase yearly performance on CELDT/ELPAC.

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

Element 4

DRL: “As an independent charter school, EOLA, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of EOLA.

EOLA shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

DRL: "EOLA acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including EOLA to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at EOLA and of the District. EOLA further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that EOLA does not have that EOLA needs in order to meet its obligations, the District shall provide the same to EOLA in a reasonably timely manner upon request under Education Code section 47604.3."

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

DRL: "EOLA in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. EOLA acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of EOLA it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by EOLA by law or charter provisions."

DRL: "Members of EOLA's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools."

EOLA and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."

DRL: “To the extent that EOLA is a recipient of federal funds, including federal Title I, Part A funds, EOLA has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. EOLA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.

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

ELEMENT 4: GOVERNANCE STRUCTURE

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

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

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

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

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

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

This Board of Trustees is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members have, among other things, experience in education, business, technology, facilities, leadership development, and organizational development. The Board of Trustees will yearly attend a board training opportunity. A list of our board members is included in the Appendix along with our Bylaws and Articles of Incorporation.

Consistent with the California Corporations Code, initial board members were selected by the incorporator and then selected by a nominating committee. Board members’ size and composition will be increase as allowed under the law, and additional members will be added with additional experience in the areas of educational assessment, facilities, fundraising, and leadership development, among other things. EOLA Bylaws also provide for a parent member on the Board of Trustees. The Board encourages parents voices and community involvement. Our monthly meetings are open to the public.

The Board of Trustees will be responsible for:

- The general policies of the School;
- Approving and monitoring of the School’s annual budget;
- Receipt of funds for the operation of the School in accordance with the charter school laws;
- Solicitation and receipt of grants and donations consistent with the mission of EOLA

- Overseeing the sound operation of a hiring system,
- Approving the School’s personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees; and
- Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws or this charter necessary to ensure the proper operation of EOLA.

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

Compliance

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

“East Oakland Leadership Academy, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records from the District and shall consult with the District regarding any such inquiries. East Oakland Leadership Academy acknowledges that it is subject to audit by OUSD. If OUSD seeks an audit of East Oakland Leadership Academy it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by East Oakland Leadership Academy by law or charter provisions.”

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

Element 5

DRL: “EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable

state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

EMPLOYMENT OF FELONS

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

*Governing Law: California Education Code 47605(b) (5) (E).
The qualifications to be met by individuals to be employed by the school.*

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

Teacher Qualifications

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

School Leadership

The leadership team at EOLA is broken down into a clear structure to optimize communication and effectiveness between our administration, faculty, and staff. The positions include Principal, Vice Principal, Art Director, Office administrator and our Guidance Counseling is split, by grade level, into two positions: K-4 and 5-8. Additional staff positions include Academic Technology support, After school program Lead Coordinator, Afterschool Aide, Facilities and Custodial Manager.

Professional Development

EOLA believes that it is possible to attract and retain talented teachers by sharing an exciting vision committed to excellence and creating a professional environment where staff can learn and grow along with their students. To that end, EOLA invests heavily in professional development for our staff. All teachers participate in extensive professional development prior and throughout each school year. This includes yearly summer institute training, which includes: classroom management, college and career preparation, common core lesson planning, EL strategies. Staff recruitment includes using educational resources like EDJOIN, attending recruitment fairs, and contacting University credentialing programs. EOLA promotes professional advancement by recruiting from internally first.

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

Element 6

DRL: "HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

COMPETITIVE ATHLETICS

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.”

SUICIDE PREVENTION POLICY (GRADES 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

TRANSPORTATION

The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

DATA PRIVACY

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

ELEMENT 6: HEALTH AND SAFETY

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

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

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

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

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

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

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Means to Achieve Racial and Ethnic Balance of District

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

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

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

- An application and enrollment process that allows for broad-based recruiting and is prominently displayed on the school's website and at the school's campus
- Development of promotional and informational materials that are distributed to a broad range of community groups and agencies.
- School tours are available for prospective families

- A calendar of events, tours and Open Houses that are consistent from year to year so the community is familiar with EOLA patterns
- Making available translated materials and translation services for non-English speaking communities.

Element 8

DRL: “DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services

in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School."

ELEMENT 8: ADMISSIONS REQUIREMENTS

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

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

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

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

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

- Students who are currently enrolled (to ensure educational continuity)
- Siblings of enrolled and admitted students
- Children of EOLA staff not to exceed 10% of total school enrollment
- Students from academically low performing schools within OUSD
- Other prospective students residing within OUSD boundaries
- All other applicants

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

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

April –June

Extensive student outreach

June

Deadline for student applications

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

Students notified of enrollment/wait list status.

July

Parent of student accept or reject enrollment.
Incoming Class is finalized.
Orientation Letters sent regarding EOLA's dates and School policies

August

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

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

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

EOLA will assure that

- * the process will be public, transparent, and fair
- * event will be held in a public space large enough to accommodate all interested
- * an uninterested party charged with conducting the process
- * parents do not have to be present to participate
- * details about the process itself, including how weightings and exemptions will be handled will be made public
- * notification to parents and timeline for accepting spot will be given

Element 9

DRL: “In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- o On or before July 1, an annual update required pursuant to Section 47606.5.*
- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – Preliminary Budget for Subsequent Year”*

ELEMENT 9: INDEPENDENT FINANCIAL AUDITS

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

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

Audits

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

Our most recent audit can be found in Appendix.

“To the extent that East Oakland Leadership Academy is a recipient of federal funds, including federal Title I, Part A funds, East Oakland Leadership Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESSA and other applicable federal grant programs. East Oakland Leadership Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not the limited to, the following:

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

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

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

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION

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

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

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

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

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

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

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

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

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

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

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

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

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

Element 12

DRL: "Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA."

DRL: "Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings."

ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES

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

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

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

ELEMENT 13: RETURN RIGHTS OF DISTRICT EMPLOYEES

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

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

No employee shall be required to work at EOLA. EOLA is a school of choice. EOLA has the right to hire and not rehire staff, without regard to seniority. All staff will be given annual contracts and will work under Personnel Policies formulated by the East Oakland Leadership Academy Governance Board.

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

ELEMENT 14: DISPUTE RESOLUTION

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

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

Disputes between EOLA and the OUSD

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

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

Disputes Arising from Within the School

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

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

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

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

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

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

“The staff and Governing Board members of East Oakland Leadership Academy agree to attempt to resolve all disputes between the District and East Oakland Leadership Academy regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written 60 notices shall be addressed as follows:

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

To Coordinator,
Office of Charter Schools:
1000 Broadway, Suite 639
Oakland, California 94607

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

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at

dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed...

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

Element 15

Add the following text and remove any text to the contrary:

DRL: “REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- *Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- *Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- *Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- *Charter School violated any provision of law.*

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses or is surrendered.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- 1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*
- 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.*
- 6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.*
- 7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning*

students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action, Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

- 1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.*
- 2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.*
- 3. An assessment of the disposition of any restricted funds received by or due to Charter School.*

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- 1. Preliminary budgets*
- 2. Interim financial reports*
- 3. Second interim financial reports*
- 4. Final unaudited reports*

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue

until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)

- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

REQUIRED NOTIFICATION TO DISTRICT

Add the following text and remove any text to the contrary:

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

EOLA shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the [CHARTER SCHOOL] under its disciplinary procedure, as an "expulsion" under the Education Code."

Add the following text and remove any text to the contrary:

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

FACILITIES

Add the following text and remove any text to the contrary:

DRL: “If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.*
- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*
- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*

• *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The

parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) *Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.*

- *Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.*

(i) *Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.*

(ii) *Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.*

- *Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.*

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter

School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

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

ADMINISTRATIVE SERVICES

DRL: “The District may charge for the actual costs of supervisorial oversight of EOLA not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of

supervisory oversight of the Charter School not to exceed 3% if EOLA is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

DRL: “EOLA agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

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

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

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

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

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

FISCAL MATTERS

DRL: "Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.*
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District

Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the Charter agreement,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of Charter School's financial information,*
- *Charter School's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

EOLA shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive

employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.”

ELEMENT 15: PROCEDURES FOR CLOSING

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

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

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

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

Documentation of Closure Action

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

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

Notification to Receiving Districts

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

Student and School Records Retention and Transfer

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

Financial Close-Out

EOLA and/or its authorizing entity will have an independent audit of the charter school completed within six (6) months after the closure of the school. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the charter school. The assessment should

include an accounting of all charter school assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the charter school. The cost of the audit may be considered a liability of the charter school.

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

Dissolution of Assets

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

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

MISCELLANEOUS CLAUSES

District Impact Report

Facilities

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

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

Administrative Services

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

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

Potential Civil Liability Effects

East Oakland Leadership Academy, a 501 (c) (3) nonprofit corporation, is responsible for all matters of civil and financial liability resulting from operation of the school. OUSD will not be liable for EOLA's debts or obligations, and the school will hold OUSD harmless from all matters of liability for its operation under this charter. EOLA will

be responsible for its own costs and attorney's fees during its operation under the charter, and will be fully liable for such costs, including those that extend beyond the term of the charter that results from any claims associated with the school.

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

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

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

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

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

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

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

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

Public Records

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

External Reporting

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

Miscellaneous Charter Related Issues

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

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

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

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

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

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

“If East Oakland Leadership Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or

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

CONCLUSION

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

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

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

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

REQUIRED AFFIRMATIONS

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

- Meet all statewide standards and conduct the student assessments required, pursuant to education Code §60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(6)
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]

- Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other equivalent document which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(1)]
- §47605 (d)(3): If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.
- At all times maintain all necessary and appropriate insurance coverage.
- Follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Admit all California students who wish to enroll in the School without regard to the residence of the pupil subject only to the capacity of the School.

APPENDICES