



OAKLAND UNIFIED SCHOOL DISTRICT
 Office of the Superintendent
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TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent
 Philip Dotson, Acting Coordinator;
 Office of Charter Schools

DATE: January 23, 2013

RE: East Oakland Leadership Academy
 Charter Renewal Request

Legislative File
 File ID No.: 12-3016
 Introduction Date: 11/14/2012
 Enactment No.: 13-0231
 Enactment Date: Jan 23, 2013
 By: [Signature]

Certified:

[Signature]
 Edgar Rakestraw, Jr., Secretary
 Board of Education

ACTION REQUESTED:

Approve with conditions the East Oakland Charter Academy charter renewal, **as revised, to include the terms and conditions enumerated in this report**, because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have met the standards and expectations for charter renewal, and that the petitioners are therefore demonstrably likely to successfully implement the program as set forth in the petition. The approved charter is amended from the filed petition to incorporate the included text revisions, conditions, and deadlines below.

BACKGROUND:

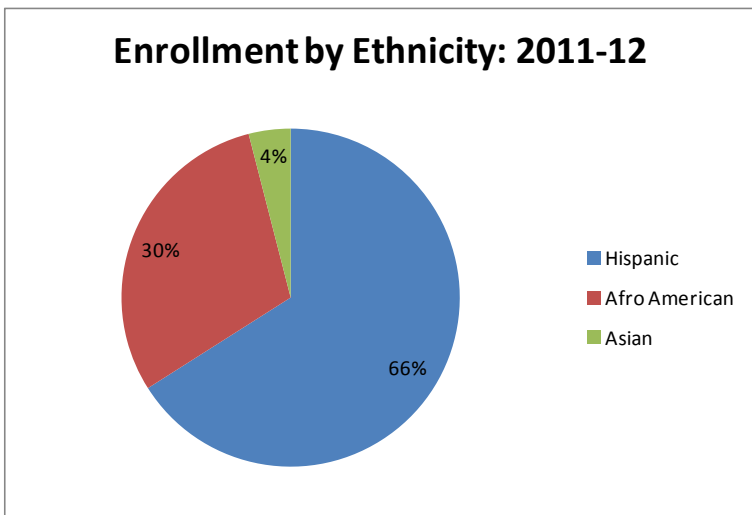
I. School Description and Key Program Elements:

Opening Year	2003	Grades	K-8
Term Approval	Five Years	Attendance Area	Castlemont
Renewal Date	6/30/2013	Board District	6
Renewal Term	Second	Funding	Direct Funded
CMO School	No	Program Improvement	No

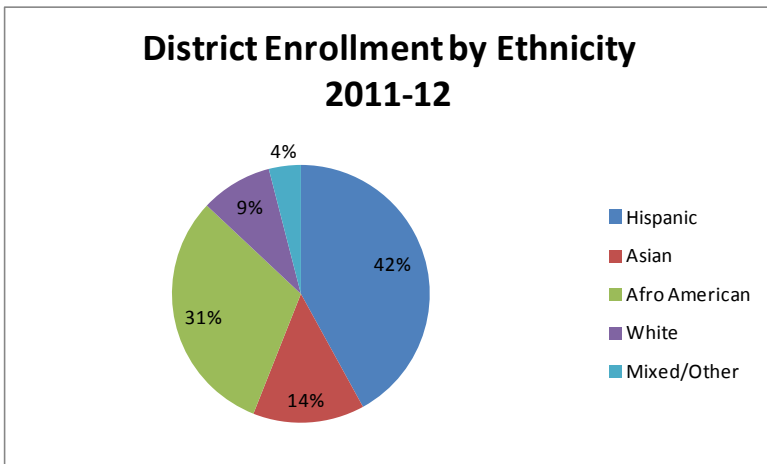
The following table describes the school's enrollment growth and projection:

YEAR	2008-09	2009-10	2010-11	2011-12	2012-13
GRADES	K-8	K-8	K-8	K-8	K-8
ENROLL	117	139	117	113	116

The school's enrollment demographics are as follows (CDE data):



The district's enrollment demographics are as follows (CDE data):



	2008-09	2009-10	2010-11	2011-12	2012-13
Free & Reduced Lunch *	94%	95%	93%	96%	93%
Special Education	2%	2%	2%	4%	11%
English Language Learners	53%	59%	57%	55%	55%

*NOTE: Schools have reported the free & reduced lunch percentages upon request, which are reported here. Charter schools are not required to report free and reduced lunch status, but are required to report poverty levels, which involves a slightly different matrix. Schools have also reported Special Education and English Language Learners as part of the Renewal Performance Report.

The District's current special populations as a percent of enrollment are approximately (District and CDE data):

Oakland Unified School District	2012-13
Free & Reduced Lunch	70%
Special Education	12%
English Language Learners	30%

Program Summary:

School Mission: (Excerpt from the EXISTING, approved charter petition)

“East Oakland Leadership Academy (EOLA) is a small locally-funded charter school, authorized by Oakland Unified School District on February 25, 2002. The school’s charter was renewed in February 2008. EOLA currently operates in District 6, with students living in the OUSD attendance boundaries of the borders of Whittier (Greenleaf) Elementary, Frick Middle School, and Havenscourt Middle School. The mission of the school is to establish a child-centered learning environment that develops academic excellence, technological literacy, appreciation and understanding of the Arts, and proficiency in English. EOLA’s school mission includes the development of self respect, leadership qualities and recognition of the importance of service to their community. East Oakland Leadership Academy accommodates diverse learning styles and provides enrichment educational opportunities to promote the academic success and socio-emotional development of their students.”

Program’s Distinguishing Features: (Excerpt from the EXISTING, approved charter petition)

“East Oakland Leadership Academy School’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. Attendance and high attendance rates will be a key focus to assuring academic success of its student population. The curriculum is designed to enhance the academic skills of the minority and socio-economically disadvantaged students we serve by utilizing small, structured classroom that will provide the discipline and individualized attention necessary for success.

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

NOTE: The information above for the mission and program’s distinguishing features was excerpted from the charter petition submitted by East Oakland Leadership Academy.

GOVERNING LAW:

Under the California Charter Schools Act, authorizers are required to apply the “standards and criteria” set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act (**bold emphasis added**);

A school district governing board **shall grant** a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice.**

The governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless it makes written factual findings**, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.
- (2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.
- (3) The petition does not contain the number of signatures required by subdivision (a).
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
- (5) The petition does not contain **reasonably comprehensive descriptions** of all of the [required charter elements.]

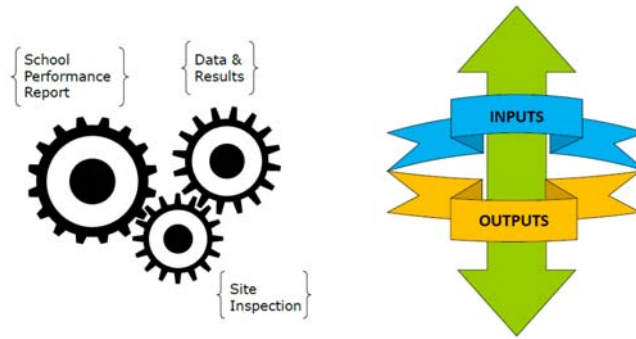
II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

The Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** so that charter renewal **may be considered**.

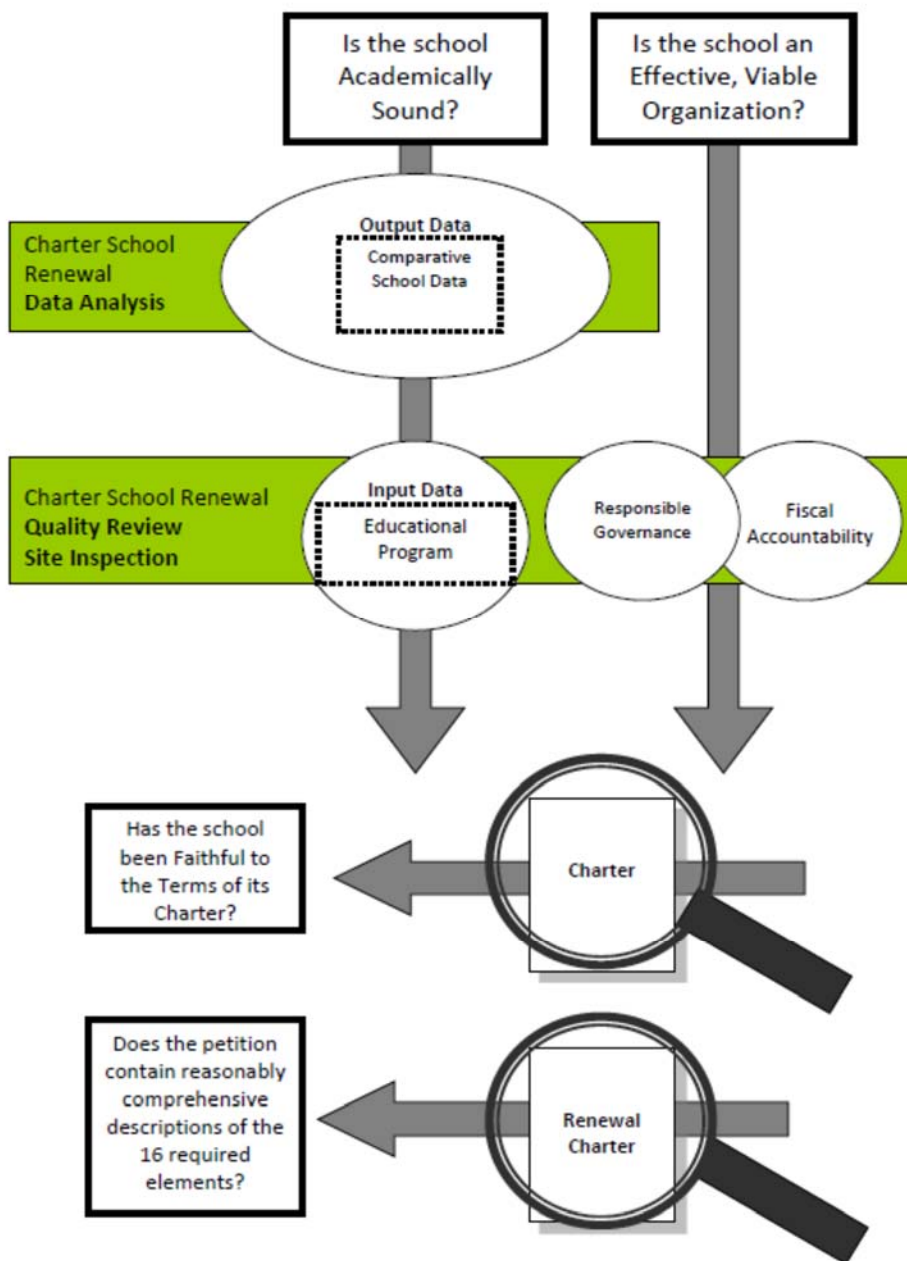
EAST OAKLAND LEADERSHIP ACADEMY: SB 1137 CRITERIA FOR RENEWAL	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	N
Did school attain API Growth Target in two of last three years?	N
Did school attain API Growth Target in the aggregate of the prior three years?	Y
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	*
Is the school ranked 4 or higher on API in two of last three years?	*
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	*
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	*
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Y
5. Has the school qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052 (Alternative School Accountability System – ASAM)?	N/A

* State did not generate API Rank and API Similar school for this school, due to the size of the student population.

Staff evaluation of charter schools for purposes of renewal involves the following effort to triangulate the evidence base in support of a recommendation of approval or denial of the charter renewal request:



ANALYZING A CHARTER SCHOOL’S PERFORMANCE FOR THE PURPOSES OF RENEWAL:



CONDITIONAL APPROVAL RATIONALE

Conditional approval, set forth here, **establishes clear benchmarks for performance that must be achieved** by the charter school during the next charter term in order to ensure faithfulness to the terms of the charter; to support efforts towards future charter renewal; and to avoid possible revocation of this charter pursuant to charter school law, which states that a charter may be revoked if it is determined that the school has failed to meet or pursue any of the pupil outcomes identified in the charter. Education Code §47607(c)(2).

The recommendation of a conditional approval for charter renewal of EAST OAKLAND LEADERSHIP ACADEMY is applied here with great consideration and deliberation.

Charter law provides for the non-renewal of a charter school if:

- The school presents an “unsound educational program”: Staff has **not** concluded that the school presents an unsound educational program.
- The school operators are “demonstrably unlikely” to successfully implement their program: Staff has **not** concluded that the school operators are demonstrably unlikely to successfully implement their program, but that certain practices undermine the effectiveness of implementation
- The school program set forth in the charter petition does not contain “reasonably comprehensive” descriptions of the program: Staff has **not** concluded that the program set forth by the school in its charter does not contain reasonably comprehensive descriptions.

However, a recommendation for unconditional renewal at this time would ignore evidence of poor past performance in the realms of governance and operation that has put the school, and its students, at risk. Although some corrective steps have been taken, conditions on renewal will ensure that the school continues to progress toward becoming a fully effective and viable organization.

CONDITIONS TO BE ESTABLISHED AS TERMS OF THE CHARTER

The charter sets forth Measurable Pupil Outcomes (MPOs) defined by the school, to which the school proposes to be held accountable. The pupil outcomes are supplemented by the conditions set forth below with respect to the governance and operations progress to be achieved by the school as a condition of charter renewal. **In addition, the conditions below are to be incorporated as terms of the charter upon approval.**

TABLE I: CONDITIONS

Outcome/Condition	Deadline
The Governing Board of the school has indicated a commitment to complete a facilities plan which will address how newly acquired buildings will be used by the school. This plan will be reviewed by the District for quality and completeness.	December 1, 2013
The school agrees to rewrite its Measurable Pupil Outcomes to increase accountability. The new Measureable Pupil Outcomes will be reviewed by the District for quality and completeness.	April 1, 2013

SUMMARY OF STEPS TAKEN IN SUPPORT OF CONDITIONAL APPROVAL RECOMMENDATION

Improving Student Achievement

- As a whole, the school's students have made progress by standardized measures, with a current API of 767.
- Parents in the school report that the school is having a positive impact on their children academically, as well as expressing satisfaction in the school's mission.

Responsible Governance

- Additional policies and procedures are in development.

Financial Accountability

- The school has changed accountants and changed auditors to improve the quality of its financial reporting and fiscal management. There has been a noticeable improvement in the timeliness and thoroughness of reports submitted since the change.
- The school maintains a healthy reserve.

PLEASE NOTE:

This report is not exhaustive. Many areas would benefit from greater depth of coverage and many aspects of the evaluation set forth here warrant further discussion and elaboration. The intent is to provide adequate evidence upon which to base a charter renewal decision, while lending credence to the overall staff recommendation.

Renewal Standard I: Is the school academically sound?

The following is an analysis of the extent to which the school has met its measurable pupil outcomes as stated in its charter.

	Measurable Pupil Outcomes	Instrument	Target	2009-2010 Progress	2010-2011 Progress	2011-2012 Progress
1	Meeting/Exceeding the requirements of NCLB Act	All EOLA students will strive to meet or exceed state standards and show annual growth.	Benchmark :Meet annual AYP targets	Met 17 of 17 AYP Criteria	Met 5 of 5 AYP Criteria	Met 4 out of 8 AYP criteria
2	A high rank on the California Academic Performance Similar Schools Index by third year using the Oakland Unified School District rankings as a norm.	Compare the School's California Academic Performance Index Similar School's rank to the Oakland Unified School District rankings.	Benchmark: API of 4 or better by third year	Exceeded schoolwide target of 5 by 33 (38) Exceeded Latino subgroup target of 5 by 25 (30) Exceeded English Learner subgroup target of 5 by 1 (6) Did not meet Socioeconomically Disadvantaged subgroup target of 5 (-1)	Met schoolwide target Exceeded schoolwide target of 5 by 33 (53) Met all student groups. Exceeded Latino subgroup target of 5 by 60 (65) Exceeded English Learner subgroup target of 5 by 84 (89) Exceeded Socioeconomically Disadvantaged subgroup target of 5 by 89 (94) Met all targets	State has not issued Similar School Ranking for 2011/12.
3	A high attendance rate using Oakland Unified School District schools as a norm.	Compare the School's annual attendance rate to Oakland Unified School District school attendance rate.	Benchmark: At least 90% attendance at the school.	96.4%	95.62%	96.48%
4	A Minimum of 90% of EOLA students will meet at least one of their ILP goals.	90% of all EOLA students will meet at least one of their ILP goals	Benchmark: Students will meet at least one ILP goal yearly.	The ILP needed to be restructured.	The ILP was restructured at the end of the year.	The ILP was restructured for this year. Final benchmark assessments will

						be given in May. The results not submitted.
5	A Minimum of 50% of EOLA students will show growth in STAR test yearly	The STAR exam will be administered in May.	Benchmark: Student test scores will increase from year to year.	ELA 83% Math 72%	ELA 84% Math 75%	Not submitted

Staff Assessment of Measureable Pupil Outcomes

Measurable Pupil Outcomes	Assessment	Comments
1.) Met NCLB targets	Substantial Progress made	Two out of four years were met
2.) Similar School Rank	Not Met	School was too small to generate
3.) Attendance Rate	Met	
4.) ILP Goals	Not Met	ILP process was restructured in fourth year. Results for revised process will not be submitted
5.) Growth in STAR test	Substantial Progress made	Two of the three prior years shows data to show the goal was reached

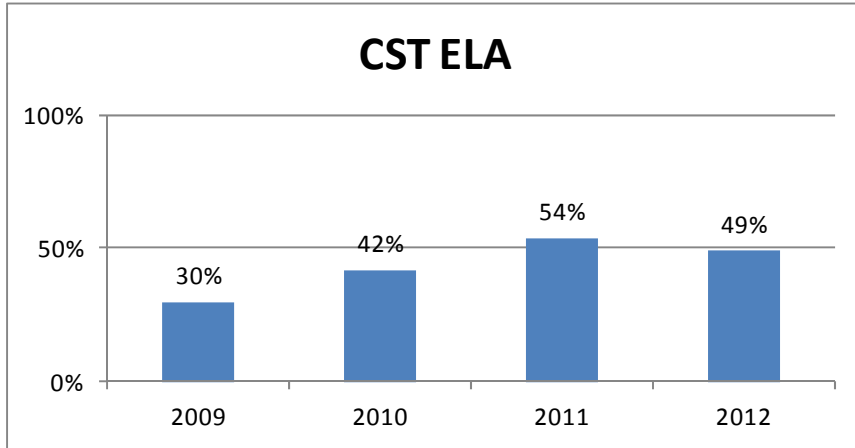
Note:

A condition for revising future measureable pupil outcomes is located in the conditions section of this report.

STAR Testing Performance, API Results, & AYP Results

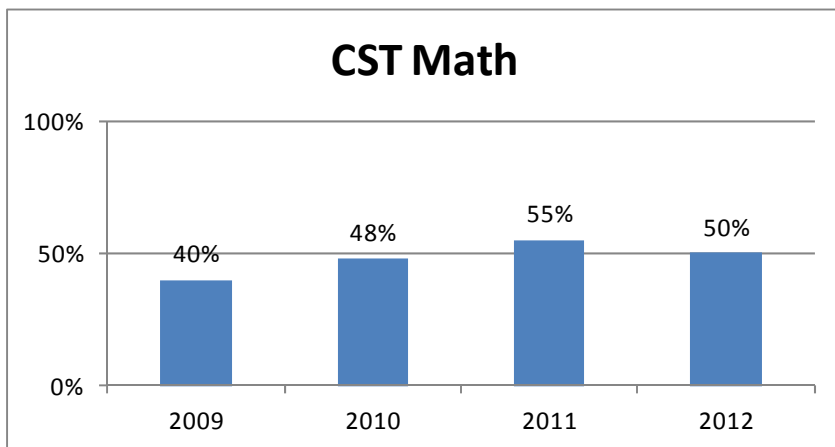
CST English Language Arts (Performance Over Time)

YEAR	Prof./Adv.
2009	30%
2010	42%
2011	54%
2012	49%



CST Mathematics (Performance Over Time)

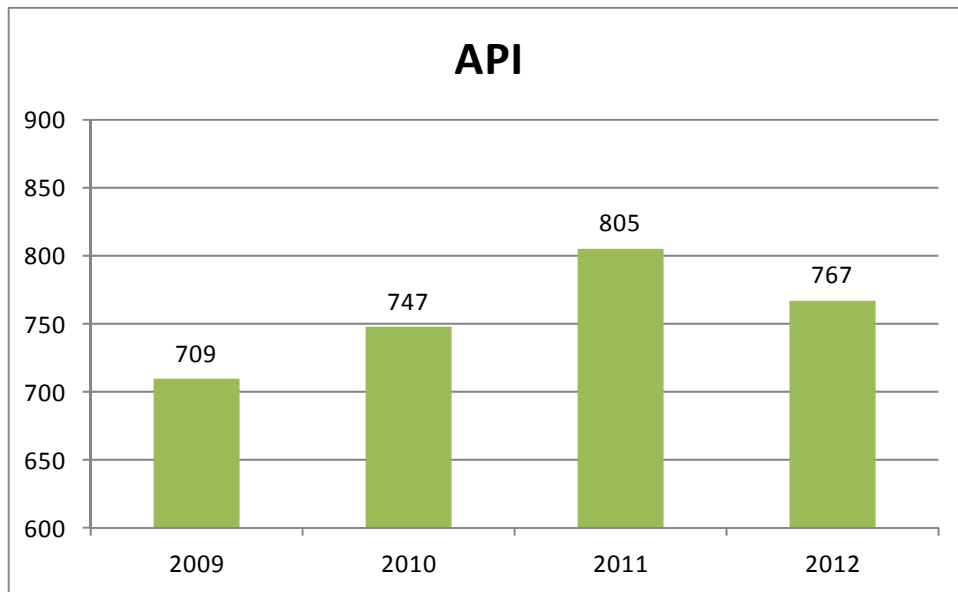
YEAR	Prof./Adv.
2009	40%
2010	48%
2011	55%
2012	50%



API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2009	709	#	#
2010	747	#	#
2011	805	#	#
2012	767	#	#
GROWTH	58 points		

School is too small to have rankings.



2011-2012 API GROUP DATA

	<u>API Score</u>
Schoolwide	767
Black or African American	812
Hispanic or Latino	755
Socioeconomically Disadvantaged	758
English Learners	749

AYP (Performance Over Time)

	2009	2010	2011	2012
AYP Met?	No	Yes	Yes	No
AMO's	80%	100%	100%	50%

2011-2012 Percent Proficient-Annual Measurable Objectives (AMOs)

<u>GROUPS</u>	English-Language Arts			Mathematics		
	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>
Schoolwide	82	40	48.8%	82	41	50.0%
Black or African American	24	15	62.5%	24	12	50.0%
Hispanic or Latino	54	25	46.3%	54	26	48.1%
Socioeconomically Disadvantaged	75	35	46.7%	75	37	49.3%
English Learners	50	23	46.0%	50	22	44.0%

Comparison Analysis

Comparison Measure: **API**

➤ **Similar Grades Served: K-5, K-8**

API

OAKLAND CHARTER SCHOOLS

		2009	2010	2011	2012
American Indian Public Charter	K-8	977	988	990	974
KIPP Bridge Charter	K-8	789	864	911	901
Conservatory of Vocal/Instrumental Arts	K-8	795	847	868	892
North Oakland Community Charter	K-8	880	899	901	881
Berkley Maynard Academy	K-8	817	825	841	851
Oakland School for the Arts	K-8	723	756	788	823
World Academy	K-5	759	785	822	805
Lighthouse Community Charter	K-8	763	772	798	804
Achieve Academy	K-5	788	789	819	795
East Oakland Leadership Academy	K-8	709	747	805	767
Millsmont Academy	K-5	783	757	749	737
Reems (Ernestine C.) Academy of Technology	K-8	722	707	709	699



OUSD DISTRICT SCHOOLS

		2009	2010	2011	2012
Montclair Elementary	K-5	957	967	972	971
Thornhill Elementary	K-5	944	956	954	944
Joaquin Miller Elementary	K-5	886	897	920	922
Redwood Heights Elementary	K-5	923	-	913	905
ACORN Woodland Elementary	K-5	782	807	843	847
Parker Elementary	K-5	765	790	847	845
Sequoia Elementary	K-5	813	857	812	838
Manzanita SEED	K-5	736	842	850	837
Laurel Elementary	K-5	802	828	829	828
Think College Now	K-5	848	859	847	825
Carl B. Munck Elementary	K-5	798	821	823	820
Greenleaf Elementary	K-5	777	826	823	813
Burckhalter Elementary	K-5	790	821	842	808
EnCompass Academy Elementary	K-5	733	742	750	804
Horace Mann Elementary	K-5	761	797	802	794
Howard Elementary	K-5	731	763	802	794
Grass Valley Elementary	K-5	824	791	788	776
East Oakland Leadership Academy	K-8	709	747	805	767
ASCEND	K-8	742	781	793	766
Esperanza Elementary	K-5	704	739	763	758
Markham Elementary	K-5	713	791	774	755
Learning Without Limits	K-5	718	728	758	751
International Community	K-5	746	770	741	745
Fruitvale Elementary	K-5	739	739	754	741
Brookfield Elementary	K-5	707	739	760	737
Fred T. Korematsu Discovery Academy	K-5	641	685	788	734
Allendale Elementary	K-5	744	786	760	726
Manzanita Community	K-5	672	733	721	725
New Highland Academy	K-5	687	735	738	719
Sobrante Park Elementary	K-5	754	744	733	716
Bridges Academy	K-5	730	767	773	715
Marshall Elementary	K-5	720	737	720	712
Melrose Leadership Academy	K-8	658	680	719	707
Maxwell Park Elementary	K-5	665	691	719	702
Community United Elementary	K-5	577	651	692	701
East Oakland Pride Elementary	K-5	657	627	652	661
Preparatory Literary Academy of Cultural	K-5	652	684	702	656
Rise Community	K-5	646	706	746	654
Reach Academy	K-5	596	569	599	623
Global Family	K-5	582	638	648	-

Comparison Measure: **CST ELA**

- **Similar Grades Served: K-5, K-8**

CST-ELA

OAKLAND CHARTER SCHOOLS

		2009	2010	2011	2012
American Indian Public Charter	K-8	91.4	93.3	93.5	90.3
Oakland School for the Arts	K-8	58.6	64.9	69.1	79.8
North Oakland Community Charter	K-8	67.8	79.1	77.8	78.7
Conservatory of Vocal/Instrumental Arts	K-8	56.7	64.7	66.3	74.7
KIPP Bridge Charter	K-8	59.8	68.4	75.0	73.2
Berkley Maynard Academy	K-8	57.2	58.4	63.6	67.5
Lighthouse Community Charter	K-8	48.2	49.5	53.2	54.9
Achieve Academy	K-5	44.4	45.9	53.4	54.6
East Oakland Leadership Academy	K-8	29.8	41.6	53.6	48.8
Millsmont Academy	K-5	47.9	44.4	43.0	40.1
World Academy	K-5	35.4	38.6	47.3	45.5
Reems (Ernestine C.) Academy of Technology	K-8	37.5	35.7	38.2	34.6

OUSD DISTRICT SCHOOLS

		2009	2010	2011	2012
Montclair Elementary	K-5	88.2	91.4	91.9	92.4
Thornhill Elementary	K-5	87.2	87.7	88.5	86.5
Joaquin Miller Elementary	K-5	77.8	76.9	82.4	83.5
Redwood Heights Elementary	K-5	88.7	81.4	80.0	81.4
ACORN Woodland Elementary	K-5	49.3	48.3	64.5	64.8
Sequoia Elementary	K-5	62.1	70.9	57.8	63.7
Parker Elementary	K-5	53.4	52.8	63.3	63.1
Laurel Elementary	K-5	52.3	57.4	58.3	60.4
Carl B. Munck Elementary	K-5	55.0	62.3	57.9	58.8
Manzanita SEED	K-5	44.1	57.1	63.8	58.3
Burckhalter Elementary	K-5	50.0	53.5	55.2	54.8
Think College Now	K-5	66.3	57.4	57.0	53.0
Grass Valley Elementary	K-5	61.2	50.0	49.4	51.4
Howard Elementary	K-5	38.6	45.7	50.4	50.9
EnCompass Academy Elementary	K-5	40.7	44.8	43.0	48.9
Greenleaf Elementary	K-5	42.3	52.5	53.0	48.9
East Oakland Leadership Academy	K-8	29.8	41.6	53.6	48.8
Markham Elementary	K-5	34.9	54.7	52.4	48.0
Horace Mann Elementary	K-5	38.1	50.0	47.6	47.2
ASCEND	K-8	34.8	46.8	54.6	45.0
Fred T. Korematsu Discovery Academy	K-5	17.2	26.7	40.4	42.4
International Community	K-5	42.5	36.1	37.1	40.7
Fruitvale Elementary	K-5	41.0	41.6	44.5	40.2
Learning Without Limits	K-5	30.9	35.8	38.7	39.7
Sobrante Park Elementary	K-5	43.9	38.7	35.3	38.4
Allendale Elementary	K-5	41.9	49.5	41.9	38.2
Marshall Elementary	K-5	39.3	35.6	36.2	37.5
Brookfield Elementary	K-5	37.4	41.6	45.9	36.6
Melrose Leadership Academy	K-8	28.2	28.0	33.1	35.6
Maxwell Park Elementary	K-5	25.5	28.1	35.4	33.3
New Highland Academy	K-5	24.6	33.7	34.7	33.1
Manzanita Community	K-5	25.2	35.4	28.3	32.0
Community United Elementary	K-5	20.8	21.6	29.2	31.7
Esperanza Elementary	K-5	22.6	26.8	30.0	31.4
Bridges Academy	K-5	30.1	40.0	34.7	29.5
Rise Community	K-5	19.9	35.3	39.7	28.6
East Oakland Pride Elementary	K-5	22.8	22.2	24.1	28.0
Preparatory Literary Academy of Cultural	K-5	30.7	34.5	27.9	24.8
Global Family	K-5	8.5	16.6	21.8	23.9
Reach Academy	K-5	20.1	12.2	14.5	23.4

Comparison Measure: **CST MATH**

➤ **Similar Grades Served: K-5, K-8**

CST-MATH

OAKLAND CHARTER SCHOOLS

		2009	2010	2011	2012
American Indian Public Charter	K-8	93.1	98.3	98.2	90.3
KIPP Bridge Charter	K-8	43.1	66.8	81.5	86.6
Conservatory of Vocal/Instrumental Arts	K-8	46.4	65.4	73.1	78.6
North Oakland Community Charter	K-8	77.5	79.1	78.3	74.9
Achieve Academy	K-5	65.4	72.5	76.8	72.9
World Academy	K-5	65.0	63.2	73.7	68.5
Lighthouse Community Charter	K-8	50.0	53.8	64.7	65.6
Berkley Maynard Academy	K-8	69.0	61.5	65.3	63.9
Oakland School for the Arts	K-8	32.9	43.9	48.1	57.3
East Oakland Leadership Academy	K-8	39.6	47.5	54.6	50.0
Millsmont Academy	K-5	67.8	60.0	55.8	45.3
Reems (Ernestine C.) Academy of Technology	K-8	29.5	33.9	38.0	33.9

OUSD DISTRICT SCHOOLS

		2009	2010	2011	2012
Montclair Elementary	K-5	90.4	93.1	94.5	91.7
Thornhill Elementary	K-5	90.7	93.6	92.3	90.1
Joaquin Miller Elementary	K-5	79.6	80.1	86.3	83.4
Redwood Heights Elementary	K-5	84.5	83.7	81.9	78.2
ACORN Woodland Elementary	K-5	70.4	62.3	68.4	77.9
Greenleaf Elementary	K-5	66.4	75.9	77.5	77.4
Manzanita SEED	K-5	46.9	75.2	74.5	77.1
Parker Elementary	K-5	48.9	59.3	72.4	75.5
Think College Now	K-5	80.3	76.8	77.7	73.7
Laurel Elementary	K-5	64.6	68.4	73.3	68.4
Sequoia Elementary	K-5	71.1	75.0	61.2	68.1
EnCompass Academy Elementary	K-5	48.3	47.6	54.4	67.6
Carl B. Munck Elementary	K-5	61.4	63.3	69.8	66.3
Horace Mann Elementary	K-5	62.8	68.6	69.0	64.8
Esperanza Elementary	K-5	51.8	60.0	69.5	63.3
Burckhalter Elementary	K-5	57.8	70.9	74.0	60.3
Manzanita Community	K-5	46.6	64.8	61.1	60.1
Learning Without Limits	K-5	50.3	57.2	59.9	58.9
Howard Elementary	K-5	50.0	55.1	62.8	57.5
Fred T. Korematsu Discovery Academy	K-5	39.6	50.3	67.6	54.6
Marshall Elementary	K-5	42.9	55.6	49.3	54.5
Grass Valley Elementary	K-5	63.6	59.6	52.8	53.5
Fruitvale Elementary	K-5	52.1	51.0	60.1	53.0
ASCEND	K-8	53.6	56.2	56.6	52.0
Sobrante Park Elementary	K-5	52.0	49.0	53.0	51.0
East Oakland Leadership Academy	K-8	39.6	47.5	54.6	50.0
International Community	K-5	56.3	64.5	53.7	50.8
Bridges Academy	K-5	59.6	60.8	64.4	49.4
Brookfield Elementary	K-5	46.0	51.1	59.5	48.7
Markham Elementary	K-5	44.7	58.3	63.0	48.5
Maxwell Park Elementary	K-5	31.3	47.0	49.1	48.1
New Highland Academy	K-5	47.2	59.1	56.8	47.7
East Oakland Pride Elementary	K-5	49.5	34.4	48.4	44.4
Allendale Elementary	K-5	52.0	61.6	54.5	43.3
Community United Elementary	K-5	26.9	33.1	44.4	42.2
Global Family	K-5	31.2	42.2	38.0	41.8
Rise Community	K-5	34.8	41.8	51.9	33.9
Melrose Leadership Academy	K-8	20.3	28.0	34.9	33.3
Preparatory Literary Academy of Cultural	K-5	34.8	39.8	38.5	32.7
Reach Academy	K-5	30.3	29.4	26.5	30.5

- The school has demonstrated **growth in student CST performance** in both English Language Arts and mathematics over the past four years;
- The school authorized in 2002. In **2009** the school API performance score was **709**. As of **2012**, the school API performance score was **767**. From **2009 to 2012** the school has grown its API by **58** points.
- The school has **improved** its API score in **three** of the prior four years.
- The school **has met** its AYP targets in **two** of the past four years.
- From **2009 to 2012** the school increased proficient and advanced levels from **30% to 49%** in ELA and **40% to 50%** in math.
- The school's **API score (767)** is **above the median** performance of Oakland district schools in **2012** serving both similar grades and a demographically similar population based on student socio-economic status.

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on **November 6 and 7, 2012** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- The school leadership, staff and board members are committed to the charter's mission for the primary purpose of raising student academic achievement
- Morning Circle Time allows for shared experiences and academic acknowledgments of student achievement
- The school's program emphasizes success for all students; students are held accountable for their learning and behavior
- Culturally relevant curriculum which addresses the diverse student population
- Commitment to quality programs such as "Book of the Month" to promote academic reading
- Hands on leadership provides guidance and a sense of calm in a relatively small space where multiple student activities often are occurring simultaneously
- Teacher's adherence to a designed preset pacing plan
- Seamless transitions between classes which promote a calm safe atmosphere in a small constricted environment
- High academic expectations are evident in the level of discourse by students inside and outside the classroom
- The school has developed strong cultural norms which have been adopted by all students and staff
- Low incidence of discipline problems due to high expectations and strict adherence to the rules
- The school's high attendance rate which is an indicator of how engaged the students are to the education program

Challenges:

- EOLA staff lacks a clear understanding of the factors that led to the decline in standardized test scores during the previous year
- The school's lack of academic support for students in Special Education
- Ineffective program design to meet the needs of ELL students
- The need for a creative approach to improving teacher deliverance of differentiation to ensure that all students receive the instruction that is appropriate for their specific needs.
- The school lacks continuous professional development training which focuses on current pedagogy

Renewal Standard I:

Based on an analysis of East Oakland Leadership Academy performance outcomes and an evaluation of its educational program over the past four years, the school is deemed **academically sound** for the purposes of renewal.

The school has met or made substantial progress towards meeting its Measurable Pupil Outcomes identified in its charter.

Renewal Standard II: Is the school an effective, viable organization?

The effectiveness and viability of the school has been evaluated, in part, through a two-day Site Inspection conducted on **November 6 and 7, 2012** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:

- The Governing Board for EOLA School is actively involved in the fiscal challenges of the school
- The Governing Board has key individuals with expertise in specific areas
- A strong commitment to fiscal accountability as demonstrated by contractual agreement with an established accounting firm
- Independent audit conducted by certified public accountant with educational finance experience
- Conservative financial resource plan developed to accommodate the uncertainties of the state budget
- Strong standing with parents and community as indicated by parent interviews

Challenges:

- Governing Board's oversight and understating of state/federal laws in regards to public funds distribution and expenditures
- The school's capacity to attract students is a threat to their fiscal sustainability
- Recent acquisitions of new buildings have severely reduced fiscal reserves of the organization

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of East Oakland Leadership Academy Fiscal Accountability and Governance over its recent charter term included:

- Evaluation of annual financial audits
- Resolution of parent/community complaints
- Timeliness of mandated reporting requirements
- Financial controls and budgeting process
- Effective use of resources
- Consistency and strength of Governing Board oversight
- Standing with parents and within the community

Renewal Standard II:

Based on this analysis, the school is deemed an **effective, viable organization** for the purposes of charter renewal.

Renewal Standard III: Has the school been faithful to the terms of its charter?

Through the Charter School Renewal Quality Review (CSRQR) process, as well as a review of the school's performance and operations throughout the term of its charter, an evaluation of the extent to which the school has been faithful to the terms of its charter has been assessed along the following:

- Adherence to Proposed Educational Program
- Pursuit of Measurable Pupil Outcomes
- Compliance with Regulatory Elements

Staff has reviewed the school's records on file with the District and deemed that the school has sufficiently adhered to its proposed educational program, has sufficiently pursued its measurable pupil outcomes as stated in its charter, and has been compliant in all material aspects of its regulatory elements under its charter term.

Renewal Standard III:

Based on review of the school's records and performance, the school is deemed to have been **faithful to the terms of its charter.**

Renewal Standard IV: Does the charter petition contain reasonably comprehensive descriptions of the required elements?

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a “reasonably comprehensive” description of 16 elements related to a school’s operation, plus specific supplementary information on operations and finance. The following table summarizes the results of the Staff’s review of the charter petition’s content.

Element	Inadequate	Reasonably Comprehensive	Statutory Reference	Comments
Required signatures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(a)(1)	
Affirmations and assurances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(d)	
Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(A)	
Measurable pupil outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(B)	Recommendations for modification to future MPOs is contained in the conditions section of this document.
Method by which pupil progress is to be measured	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(C)	
Governance structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(D)	
Qualifications to be met by individuals employed at the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(E)	
Procedures for ensuring health & safety of students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(F)	
Means for achieving racial and ethnic balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(G)	
Admission requirements, if applicable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(H)	
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(I)	
Suspension and expulsion procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(J)	
Manner for covering staff members through the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(K)	
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(L)	
Employee rights of return, if any	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(M)	
Dispute resolution procedure for school-authorizer issues related to the charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(N)	

Statement regarding exclusive employer status of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(O)	
Procedures for school closure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(b)(5)(P)	
Facilities to be utilized by school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	School is located in converted retail space. Description of how newly acquired facilities will be utilized is contained in the conditions section of this document.
Manner in which administrative services are to be provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Potential civil liability effects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Proposed first year operational budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	
Cash flow and financial projections for 3 years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.C. § 47605(g)	

Renewal Standard IV:

Petition as submitted, with appendices, contains reasonably comprehensive descriptions of all required elements set forth in charter law.

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve with conditions** the charter renewal petition for East Oakland Leadership Academy, **as revised per conditions set forth and Attachment II**, because the charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

This approval is for the charter program and operation in its entirety as proposed and revised herein. Any subsequent material revision of the provision of this charter may be made only with the approval of the District as charter authorizer (*Education Code §47607(a)(1)*). Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605 (*Education Code §47607(a)(2)*).

This report recommends that the Oakland Unified School District Board of Education approve with conditions the charter renewal petition for East Oakland Leadership Academy for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2013 and expire on June 30, 2018. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

Because the charter is a legally binding performance contract, exact language is important. Therefore, this report recommends that the charter's text be amended as indicated in Attachment II and to incorporate as additional outcomes the conditions above. With these amendments, the charter contains reasonably comprehensive descriptions of all of the required charter elements.

This report recommends that the Board of Education approve the East Oakland Leadership Academy petition for charter renewal, under the California Charter Schools Act, and incorporating the text amendments attached to this report. Staff recommends this approval based on factual findings, specific to this particular charter school and renewal petition. Be it here acknowledged, pursuant to the charter petition text submitted by the petitioner that if renewal is granted the petitioner opts to receive funding directly from the state.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter (*Education Code §47607(c)(1)*). The Board of Education's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

ATTACHMENT II: CHARTER TEXT REVISIONS

ATTACHMENT I: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

In the complex context of school review, it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its provision without significant adjustment, and that there is compelling evidence that this provision can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this provision is **excellent**.
- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this provision can be sustained at a level that positively impact student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this provision is **proficient**.
- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is **underdeveloped**.
- An evaluation of **(2)** applies to schools where provisions are characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is **inadequate**.
- An evaluation of **(1)** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated **unsatisfactory** will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is **unsatisfactory**.

Criteria 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

	<i>The criteria for making judgments on the quality of Improving Student Achievement</i>	<i>Score</i>	<i>Comments</i>
1.1	Demonstrates high expectations for student achievement	5	High expectations demonstrated in all classrooms, students have an established behavior pattern which is evident in school visits
1.2	Provides a challenging and coherent curriculum for each individual student	3	Lack of differentiation in classroom instruction; Classroom pull outs limited for students with special needs
1.3	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students	4	
1.4	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	3	Instructional materials are limited in each classroom
1.5	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism	5	Teacher driven support is a strength, students exhibit well-embedded culture of respect for their school
1.6	Productively engages parental and community involvement as a part of the school's student support system	5	Parents report active involvement in student activities and community activities
1.7	Shares its vision among the school community and demonstrates its mission in daily action and practice	5	School plays a key role in the community during the business day Students and parent report the communities awareness of the school's location which leads to more respect in the designated area
1.8	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process	4	

Criteria 2: Strong Leadership

The leaders of a charter school are stewards of the charter’s mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

	<i>The criteria for judging the quality of Strong Leadership</i>	<i>Score</i>	<i>Comments</i>
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	4	
2.2	Consistently puts into practice the educational program outlined in its charter.	4	
2.3	Generates and sustains a school culture conducive to staff professional growth	4	
2.4	Actively monitors and evaluates the success of the school’s program	4	
2.5	Provides regular, public reports on the school’s progress towards achieving its goals to the school community and to the school’s authorizer	4	
2.6	Treats all individuals with fairness, dignity and respect	4	
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate	3	The staff questions if the Governing Board had appropriate understanding of current laws that govern charter schools with several transactions which occurred between EOLA and Laura Armstrong
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	4	
2.9	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	
2.10	Engages community involvement in the school	4	

Criteria 3: A Focus on Continuous Improvement

A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

	<i>The criteria for judging the quality of the Continuous Focus on Improvement</i>	<i>Score</i>	<i>Comments</i>
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement	4	
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction	4	
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter	4	
3.4	Uses student assessment results to improve curriculum and instruction	3	School relies on state testing as the primary assessment tool There is a need for an ongoing assessment tool to make more timely changes to instructional delivery
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement	3	Without an active evaluation tool to assess student progress it is impossible for the school to allocate resources with any clear achievement goals

Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools. Governing Board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

	<i>The criteria for judging Responsible Governance</i>	<i>Score</i>	<i>Comments</i>
4.1	Ensure that policies and practices are implemented in a fair and consistent manner	4	
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate	4	
4.3	Seek input from impacted stakeholders	4	
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter	4	
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status	4	
4.6	Establishes and maintains a safe environment for students, staff, and community stakeholders	4	
4.7	Consistently engages in timely reporting or required information to the District, the County, and the State	4	
4.8	Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders	4	
4.9	Maintains effective and active control of the charter school	4	
4.10	Abstains from any decision involving a potential or actual conflict of interest	3	Staff questions the board's contribution in critical decision making process
4.11	Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plan, and as defined by statute and regulation	4	
4.12	Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations	4	

4.13	Implements an accountability process for the school's academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals	3	Site visit interviews indicate a lack of understanding in regards to why school scores dropped and a plan to meet expected goals
4.14	Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.	4	

Criteria 5: Fiscal Accountability

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

	<i>The criteria for making judgments on Fiscal Responsibility</i>	<i>Score</i>	<i>Comments</i>
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability	4	
5.2	Conducts an annual financial audit which is made public	4	
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely	3	School site visit produced documentation which would indicate that lack of oversight that led to the improper purchase of property has been corrected
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals	3	School funds to purchase properties in the founder's name which was later transferred in the school's name The process was examined by the OCS and a Notice of Concern was issued
5.5	Managing cash flow	4	
5.6	Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.	3	School enrollment numbers (class sizes) are very small, staff wonders if the program can be sustained at these levels given the overall operations cost

ATTACHMENT II: Charter Text Revisions

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

CHARTER TEXT REVISIONS – East Oakland Leadership Academy

APPENDIX B - REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5pm on June 1, 2013**.

Charter Text	Text Reference	Revision
<u>Governance</u>	Page 21	<i>“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.”</i>
<u>Student Admissions Policies and Procedures</u>	Page 27	<p><i>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).</i></p> <p><i>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.”</i></p>
<u>Public Records</u>	Page 39	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“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</i></p>

		<i>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.”</i>
<u>Reporting and Accountability</u>	Page 20	<p><i>“If East Oakland Leadership Academy does not test (i.e., STAR) with the District, East Oakland Leadership Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.</i></p> <p><i>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.”</i></p>
<u>External Reporting</u>	Page 39	<i>“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.”</i>
<u>Governance Structure of the School</u>	Pages 21	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“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.”</i></p>
<u>Governance Structure</u>	Page 22	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“Members of East Oakland Leadership Academy’s Governing</i></p>

		<p><i>Board, any administrators, managers or employees, and any other 58-committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.</i></p> <p><i>East Oakland Leadership Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”</i></p>
<p><u>Addressing Parent Complaints</u></p>	<p>Page 33</p>	<p>Add the following text and remove any text to the contrary:</p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>

		<p><i>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.”</i></p>
<u>Health and Safety Procedures</u>	Page 24	<p><i>“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.”</i></p>
<u>Dispute Resolutions Procedures</u>	Page 33	<p><u>Add the following text and remove any text to the contrary:</u></p> <p><i>“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.</i></p> <p><i>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.</i></p> <p><i>(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</i></p>

notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

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

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

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

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

		<i>(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</i>
<u>Suspension and Expulsion</u>	Pages 29	<i>“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).”</i>
<u>Suspension and Expulsion: Due Process for Students with Disabilities</u>	Pages 29	<i>“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.”</i>
<u>Independent Fiscal Audits</u>	Page 28	<u>Add the following text and remove any text to the contrary:</u> <i>“To the extent that East Oakland Leadership Academy is a recipient of federal funds, including federal Title I, Part A funds, East Oakland Leadership Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. East Oakland Leadership Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and</i>

		<p><i>paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Develop jointly with, and distribute to, parents of participating children, a school-parent compact.</i> • <i>Hold an annual Title I meeting for parents of participating Title I students.</i> • <i>Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.</i> <p><i>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.”</i></p>
<p><u>Facilities</u></p>	<p>Page 40</p>	<p><i>“If East Oakland Leadership Academy fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If East Oakland Leadership Academy moves or expands to another facility during the term of this charter, East Oakland Leadership Academy shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. East Oakland Leadership Academy shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.</i></p>

		<i>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.”</i>
<u>District Fee for Oversight</u>	Page 28	Add the following text and remove any text to the contrary: <i>“The District may charge for the actual costs of supervisory 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 supervisory 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 supervisory oversight fee allowed under the law as it may change from time to time.”</i>
<u>Miscellaneous Charter-Related Issues</u>	Page 39	<i>“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...”</i>
<u>Miscellaneous Charter-Related Issues</u>	Page 40	<i>“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.</i>
<u>Impact on Charter Authorizer</u>	Page 38	Add the following text and remove any text to the contrary: 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; <ul style="list-style-type: none"> ○ September 1 – Final Unaudited Financial Report for Prior Year ○ December 1 – Final Audited Financial Report for Prior Year ○ December 1 – First Interim Financial Report for Current Year ○ March 1 – Second Interim Financial Report for Current Year ○ June 15 – Preliminary Budget for Subsequent Year
<u>Impact on Charter Authorizer</u>	Page 38	<i>“East Oakland Leadership Academy agrees to observe and abide by the following terms and conditions as a requirement</i>

		<p><i>for receiving and maintaining their charter authorization:</i></p> <ul style="list-style-type: none"> • <i>East Oakland Leadership Academy is subject to District oversight.</i> • <i>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.</i> • <i>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.</i> <p><i>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:</i></p> <ul style="list-style-type: none"> • <i>Compliance with terms and conditions prescribed in the charter,</i> • <i>Internal controls, both financial and operational in nature,</i> • <i>The accuracy, recording and/or reporting of school financial information,</i> • <i>The school’s debt structure,</i> • <i>Governance policies, procedures and history,</i> • <i>The recording and reporting of attendance data,</i> • <i>The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,</i> • <i>Compliance with safety plans and procedures, and</i> • <i>Compliance with applicable grant requirements.</i> <p><i>East Oakland Leadership Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day’s notice to East Oakland Leadership Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour’s notice.</i></p> <p><i>In addition, if an allegation of waste, fraud or abuse related</i></p>
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		<p><i>to East Oakland Leadership Academy operations is received by the District, the 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.”</i></p>
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