 *East Oakland Leadership
Academy/High*

"Educating children today to become leaders of tomorrow"

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Dr. Laura Armstrong, Director

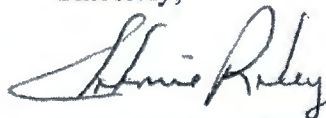
November 2, 2012

To The Oakland Unified School District Board of Education:

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

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

Sincerely,



Johnnie Riley, EOLAH Board Chair

File ID Number: 12-3246

Introduction Date: 12-12-12

Enactment Number: _____

Enactment Date: _____

By: _____

East Oakland Leadership Academy High
Renewal Charter Petition

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

December 12, 2012

**Contact:
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East Oakland Leadership Academy High
2607 Seminary Ave.
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ELEMENT ONE: EDUCATIONAL PROGRAM

School Mission Statement:

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

Whom the School will Educate:

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

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

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

EOLA High will help these students increase their academic performance by providing curriculum aligned with district and state standards, before and after school tutoring to specifically address the needs of students. Report cards from the previous school year will be used as indicators of past performance until teacher observations and other assessments can be utilized to develop Individual Learning Plans (ILP) for all students.

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

A 21st Century Education:

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

How Learning Best Occurs:

The students we seek to serve learn best in a small school setting. Although a small school cannot in itself guarantee high academic achievement, research demonstrates that reduced size facilitates the activities that

lead to greater learning. Much of the improvement occurs because the adults and especially the teachers know each student at a deeper level. Studies have shown, for example, that students in smaller high schools have higher attendance rates and fewer incidents of violence and discipline problems. (The Case for Smaller High Schools, Tom Van Ark, Education Leadership, February 2002). Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. EOLAH will provide a structured daily program, support, extended school day and year, and state aligned textbooks to maximize a small school environment. As discussed in more detail below, our vision of effective small school design is based on our pillars of effective school design:

- **High Expectations:** All students take college preparatory coursework and graduates will have fulfilled requirements for admission to the University of California. Students are also expected to adhere to high standards of student behavior.
- **Significant Support:** Small schools, tutoring, summer school, small class sizes, advisory and strong academic, social, and college support programs.
- **Student Leadership:** Students are exposed to leadership training through school – community linkages.
- **Parent and Community Involvement:** Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities. The school develops meaningful community partnerships to help sustain and deliver its educational mission. Community partners include Frohm’s Martial Arts, YMCA, Parks and Recreation Sailing Club and Momma Art. Our partners support our mission by providing opportunities to develop leadership and social skills. Parents and community members are invited to exhibitions of student participation in the various programs offered by our partners.
- **Focus on Results:** East Oakland Leadership Academy High’s relentless focus on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement.

No single approach leads to learning for every student. Presenting every student with a rigorous curriculum and high expectations for achievement is the foundation for learning. Research demonstrates that building connections to adults, especially with dedicated and motivated teachers, consistently leads to higher achievement. As a small school, EOLAH will facilitate these interactions. Moreover, each student will develop an Individualized Learning Plan as a road map for learning goals. Each plan will be customized and reviewed through parent, and teacher consultations.

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

Transferability of Courses:

All of EOLAH’s courses are A-G approved and so they are transferable to all UC/CSU’s. We are in the final stages of our WASC Accreditation. Our WASC visit will take place in the spring of the 2012-2013 school year. EOLAH graduation requirements exceed the UC/CSU A-G requirements. Students at EOLAH will graduate with 230 units.

Curriculum and Instructional Design:

Academic Standards

Outstanding schools are dedicated to helping all students succeed in their academic program, while meeting or exceeding state and local standards. EOLAH, as a public charter school, must administer the required standardized tests, derived from the California state standards. As a result, EOLAH adopts the California

state standards as our curriculum framework and adds the three school-wide outcomes such as Critical Thinking, Personal Responsibility, and a focus on Attendance.

There is no non-college preparatory track for students at EOLAH. All graduates are expected to meet the school's standards and graduation requirements.

Graduation Requirements

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

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

Students may fulfill course requirements through coursework at the School or through approved coursework on-line or at a local college.

Schedule of Classes

EOLAH FOUR YEAR SCHEDULE

PERIOD	TIME	HIGH SCHOOL SCHEDULE
1	7:45 – 8:10	Advisory
2	8:10 – 9:15	Academic Class
3	9:15 – 10:20	Academic Class
4	10:20 – 11:25	Academic Class
5	11:25 – 12:30	Academic Class
6	12:30 – 1:00	Lunch
7	1:00 – 2:00	Academic Class
8	2:00 – 3:00	Academic Class
9+	3:00 – 5:00	After School Programs

Academic Department and Course Descriptions

ENGLISH CLASSES

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

For the 9th Grade, particular focus will be placed on the following:

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

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

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

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

MATH CLASSES

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

The following classes will be available for EOLAH students.

Algebra I

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

- Identify and use arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable.
- Understand reciprocals, roots, fractional power, and rules of exponents.
- Solve equations and inequalities involving absolute values.
- Simplify expressions before solving.
- Solve multi-step problems.
- Graph algebraic problems.
- Understand concepts of parallel lines, perpendicular lines and slopes.
- Solve a system of two linear equations in two variables algebraically.

- Solve word problems apply factoring, solve rate, work and percent problems.
- Understand the concepts of a relation and a function.

Geometry

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

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

Algebra II

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

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

- Graph quadratic functions.
- Prove simple laws of logarithms.
- Know the laws of fractional exponents.

Math Analysis-Pre-Calculus

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

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

SCIENCE CLASSES

Biology

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

Students will:

- Understand biological concepts.
- Design and carry out several small research projects.
- Work on science projects that will benefit our community.
- Understand the link between, math, technology and the sciences.
- Explain the evolution of biological ideas and describe options for careers.
- Investigate and describe patterns of energy flow and the cyclic nature of particular resources.
- Explain the interrelationships between organisms.
- Describe dynamics of natural systems.
- Analyze current issues in bioethics.

- Understand cell function.
- Understand genes and DNA technology.
- Understand protein synthesis.
- Understand mitosis, meiosis and heredity.
- Know the difference between accuracy and precision in measurement.
- Understand adaptation and evolution.
- Calculate.

Laboratory skills include:

- Perform lab and field investigations.
- Use mathematics and statistics in learning and problem solving.
- Research current topics in biology.
- Analyze, compare, contrast, and interpret.
- Use scientific equipment and technology to observe, explain, model and predict evidence.
- Draw relevant conclusions, hypothesize.

Chemistry

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

Students will be able to:

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

Objectives to be met:

- Know the position of an element in the Periodic Table.
- Know the principles of conservation of mass, electrical charge and energy in chemical reactions.
- Describe how to determine available electrons and chemical bonds.

- Describe intermolecular forces.
- Explain how to calculate the mass of products and reactants, and the percent yield in a chemical reaction.
- Understand Kinetic Molecular theory.
- Understand the properties of acids, bases and salts.
- Calculate and explain.
- Explain nature of solutions.
- Diagram simple hydrocarbons.
- Explain nuclear processes, the substructure of protons and neutrons.

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

Physics and Technology

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

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

HISTORY-SOCIAL SCIENCE

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

Texts:

World Geography: Building a Global Perspective-Prentice Hall

World Geography

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

Modern World History

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

Content areas:

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

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

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

US History

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

The following eras will be covered:

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

American Government/Economics

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

Writing units include:

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

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

Topics include:

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

FOREIGN LANGUAGE

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

Spanish I

By the end of Spanish 1 (year) students will be able to do the following:

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

Spanish II

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

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

Spanish III

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

Students will:

- Understand complex factual and literary texts.

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

ELEMENT TWO: MEASURABLE PUPIL OUTCOMES

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

To this end, EOLAH students must:

1. A high student attendance rate of at least 90%.
2. A minimum of Seventy percent (70%) of EOLAH 10th graders will pass the CAHSEE.
3. EOLAH graduates will be tracked in 2 ways: those who are accepted in post-secondary institutes and those who graduate from post-secondary institutes.
4. EOLAH students will meet, at least, one ILP goal.

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

ELEMENT THREE: MEASURABLE OUTCOMES

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

Pupil Outcome Goals	Assessment
<p>E – Effective Communicators</p> <ul style="list-style-type: none"> • Students can express self clearly in a variety of modes (written, oral, artistic, physical, musical, use of technology, etc.). • Student is able to collaborate, share results and present them effectively in public. • Student listens and communicates with a variety of people in a positive manner. 	<ul style="list-style-type: none"> • Classroom projects, student demonstrations • Role plays and rubrics that evaluate communication and effectiveness • Listening: student audiences complete audience evaluation sheets
<p>O – Obtain Leadership Skills</p> <ul style="list-style-type: none"> • Creativity use of resources • Set goals using planning, organization and time management skills • Self Directed Learning 	<ul style="list-style-type: none"> • Student Internships • Leadership Skill Project • Leadership Skill Survey • Mentor Evaluations • Reflective Essays
<p>L – Life Long Learners</p> <ul style="list-style-type: none"> • Technological Competency • Develop career plan for higher level learning • Critical thinkers 	<ul style="list-style-type: none"> • Research Papers including analysis of varied viewpoints • Senior Projects • Portfolios • Open ended essay tests that stimulate critical thinking as opposed to multiple choice answers
<p>A – Academic Achievers</p> <ul style="list-style-type: none"> • Good attendance daily preparedness and ability to work well with others • Effective reading writing and speaking listening and computation skills • Completion of rigorous study through A-G requirements 	<ul style="list-style-type: none"> • Tests and Quizzes • CST / CAHSEE / CELDT / PSAT / SAT • Class Presentations • High School Diploma
<p>H – Humanitarians</p> <ul style="list-style-type: none"> • Student understands and respects diversity. • Student is aware of the physical environment and contributes to its care. • Students volunteer time and effort to the community. 	<ul style="list-style-type: none"> • Mix it up Lunch Days • Student Volunteering • Community Service • Classroom projects

ELEMENT FOUR: GOVERNANCE STRUCTURE

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

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

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

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

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

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

This Board of Trustees is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members have, among other things, experience in education, business, technology, facilities, leadership development and organizational development. A list of our board members is included in the Appendix. The Board for East Oakland Leadership Academy High will follow the same policies and procedures as East Oakland Leadership Academy. The Board of Trustees of EOLA will also serve as the Board for EOLAH.

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

The Board of Trustees will be responsible for:

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

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

"East Oakland Leadership Academy High 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 High, 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 High acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of

East Oakland Leadership Academy High, 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 High by law or charter provisions.”

“Members of East Oakland Leadership Academy High’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 High and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Teacher Qualifications:

EOLAH plans to hire the finest teachers available who are committed to our mission and vision. The most important qualifications for teachers are: (1) expertise in his or her discipline, (2) demonstrable effectiveness in teaching diverse youth, (3) being collegial and a team player, (4) willingness to take responsibility for the school as a whole, and (5) possessing a teacher credential when required by law. All teachers of core courses shall be appropriately credentialed and assigned as required by the California Commission on Teacher Credentialing.

Human Resources:

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

Professional Development

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

ELEMENT SIX: 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 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.

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

EOLAH will develop and use further health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts as well as the Board.

“East Oakland Leadership Academy High 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 SEVEN: RACIAL AND ETHNIC BALANCE

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

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

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

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

ELEMENT EIGHT: ADMISSIONS REQUIREMENTS

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

Admission requirements, if applicable.

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

First, we will recruit from our existing school, East Oakland Leadership Academy (K-8). This population exerts considerable effort recruiting students from inner-city middle schools and community student programs.

East Oakland Leadership Academy High 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 High 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.”

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

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

ELEMENT NINE: INDEPENDENT FINANCIAL AUDITS

Audits:

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

Our most recent audit can be found in the Appendix.

Insurance:

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

Administrative Services:

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

District Fee Oversight

“The District may charge for the actual costs of supervisorial oversight of East Oakland Leadership Academy High 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 High 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.”

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

Financial statements such as a balance sheet, income statement, and statement of cash flow will be prepared by the Director. Financial statements will be accessible to the independent auditor, school officers, OUSD, families of EOLAH students and any Governance Board members who want to assess the school's financial condition. In addition, the EOLAH will submit an annual audited financial statement to the appropriate authorities within the California Department of Education, State Controller's Office, County Superintendent of Schools, and the Oakland Unified School District by designated dates (December 7th and 15th).

Facilities:

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

EOLAH will be located at 2607 Seminary Ave., Oakland, California.

“If East Oakland Leadership Academy High 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 High moves or expands to another facility during the term of this charter, East Oakland Leadership Academy High 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 High 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.”

Transportation:

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

ELEMENT TEN: SUSPENSION AND EXPULSION

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

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

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

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

ELEMENT TWELVE: STUDENT ATTENDANCE ALTERNATIVES

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

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

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

ELEMENT THIRTEEN: RETURN RIGHTS OF DISTRICT EMPLOYEES

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

EOLAH has the right to hire and not rehire staff, without regard to seniority. All staff will be given annual contracts and will work under Personnel Policies approved by the EOLAH Governance Board.

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

ELEMENT FOURTEEN: 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 EOLAH and the OUSD:

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

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

Disputes Arising from Within the School

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

Addressing Parent Complaints

East Oakland Leadership Academy High will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. East Oakland Leadership Academy High 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 High 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 High alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. East Oakland Leadership Academy High 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 High 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 High will implement specific and continuing steps to notify applicants for admission and employment, 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 High agree to attempt to resolve all disputes between the District and East Oakland Leadership Academy High 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 High, 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 High

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

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

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

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

ELEMENT FIFTEEN: COLLECTIVE BARGAINING (EERA)

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

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

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

ELEMENT SIXTEEN: PROCEDURES FOR CLOSING

Closure Procedures

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

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

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

Documentation of Closure:

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 CDE and COE:

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.

Notification to Parents and Students:

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

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

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.

Students and School Records Retention and Transfer:

EOLAH and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. The charter school and/or authorizing entity will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records. The authorizing entity and the charter school will agree to a

plan for the maintenance and transfer of student records which may allow the authorizing entity to accept charter school records in the event the charter school is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

Financial Close Out:

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

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

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

Public records:

“East Oakland Leadership Academy High 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 High 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 High and of the District. East Oakland Leadership Academy High 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 High does not have that East Oakland Leadership Academy High 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.”

Reporting and Accountability:

“If East Oakland Leadership Academy High does not test (i.e., STAR) with the District, East Oakland Leadership Academy High 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.”

External Reporting:

“East Oakland Leadership Academy High 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.”

Independent Fiscal Audits:

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

Miscellaneous Charter-Related Issues:

“East Oakland Leadership Academy High 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 High 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.”

Impact on Authorizer:

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 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

“East Oakland Leadership Academy High 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 High 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 High.
- The District is authorized to revoke this charter for, among other reasons, the failure of East Oakland Leadership Academy High 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 High books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,

- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

East Oakland Leadership Academy High 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 High. 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 High operations is received by the District, the East Oakland Leadership Academy High 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 High by law or charter provisions."

REQUIRED AFFIRMATIONS

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

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

PERFORMANCE
REPORT

East Oakland Leadership Academy High Performance Report

1 What is distinctive about your school?

East Oakland Leadership Academy High (EOLAH) is a true college preparatory school; that is, all graduates satisfy the UC/CSU A-G Requirements.

EOLAH's small size facilitates the development of relationships between each student and all staff members.

2 How effective is your school overall?

	5	4	3	2	1	
Evaluation: Excellent		X				Unsatisfactory

How do you know?

Ten of fifteen seniors graduated in 2012; the five who did not graduate are continuing their educations. Administration maintains contact with and provides support to all fifteen former seniors.

EOLAH effectively supports its identified students with special needs and complies with students' IEP's.

EOLAH provides rigorous standards-based instruction in all subject areas.

EOLAH is dedicated to helping every student reach his/her maximum potential.

What are its notable strengths?

EOLAH is community-oriented. Students take part in internships during their junior and senior years. Internships help students become more aware of and involved in their community and also help with practical career-development skills.

EOLAH's small size prevents students from violating school rules anonymously. Students are not able to commit even minor offenses (e.g. using electronic devices, chewing gum) without being caught. All staff members are aware of discipline issues and are able to address them with uniformity that would not be possible at a larger school.

What are the main priorities for improvement?

EOLAH has had difficulty maintaining consistent staff. EOLAH began the 2012-2013 school year with a complete, returning staff; however, the math teacher resigned on the second day of school, and a permanent replacement has not been found.

EOLAH has also had difficulty with student retention. In the school's first two years of operation, most students had not attended East Oakland Leadership Academy (K-8); many of these students were not able to adapt to the school's culture. In subsequent years, a greater number of students have come to EOLAH from EOLA, and retention has increased. Furthermore, EOLAH understands the importance of more aggressive recruiting of incoming ninth-graders to increase the school's population.

EOLAH has limited parent involvement. Historically, communication with predominantly Spanish-speaking parents has been difficult. However, the current Spanish teacher is an effective liaison to these parents; she provides day-to-day communication and translates at school-wide meetings and parent conferences. Furthermore, EOLAH distributes The Eagle News, a weekly newsletter, to all parents. This year is the first year that EOLAH has distributed a separate newsletter from EOLA (K-8) to ensure that high school parents receive news that is pertinent to them.

3 How well is the school regarded by its students and parents?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

EOLAH's students and their parents choose EOLAH because they prefer it to their district public schools.

What do (a) students and (b) parents most like about the school?

Students like that they know most of their peers and that they know and can access all staff members.

Parents like the safety provided by the small size of the school; they know that, unlike at larger neighboring schools, staff have the ability to monitor all students and all parts of the school building at all times.

What do they feel needs improvement, and what action is being taken?

Students feel that EOLAH needs more extracurricular activities and field trips. EOLAH students can play sports at their home public schools, but many students are not aware of the opportunity; administration is planning to publicize this opportunity and accompanying eligibility requirements in the near future.

Parents feel that EOLAH needs to improve communication with them. Administration is increasing the number of parent meetings, translated by the Spanish teacher, to address parents' concerns.

4 How well do students achieve?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Standardized test scores have been low, but they are improving. Most notably, API grew from 594 in 2011 to 730 in 2012. An increase of 136!

In which subjects and grades do students do best, and why?

Students do the best in science. One reason may be that science classes involve more hands-on activities than other classes, appealing to the population of kinesthetic learners. Students in grades eleven and twelve outperform those in grades nine and ten, in part because older students have greater understanding of the importance of education.

In which subjects and grades is improvement needed, and what action is being taken?

EOLAH has been without a permanent math teacher since the second day of school. Administration is conducting interviews regularly to fill the position. In English, students are being exposed to more literature and writing and receiving direct instruction in English language conventions, an area in which students' test scores have been weak. Continued exposure to basic skills is key to improving student performance. In addition, all ninth grade students are required to participate in supervised after school homework time, during which teachers are available to provide support. Beginning in January, tenth grade students will participate in after school preparation for the CAHSEE.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

There is no evidence of differential attainment according to gender, ethnic background, or other grouping.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

5	4	3	2	1
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Evaluation:	Excellent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unsatisfactory
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How do you know?
 Students' standardized test scores are improving. Staff have professional development opportunities to facilitate the development of instruction.

Which are the strongest features of teaching and learning, and why?
 The strongest feature of teaching and learning is the commitment of staff to differentiate instruction according to students' needs and to provide academic support outside of class.

What aspects of teaching and learning most need improvement, and what action is being taken?
 EOLAH needs to continue to develop curriculum to ensure that students are able to master all standards in all classes; curriculum development is especially important with the adoption of Common Core standards.

6 How effective are the professional development opportunities provided to teachers and administrators?							
		5	4	3	2	1	
Evaluation:	Excellent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unsatisfactory

How do you know?
 Staff are generally satisfied with professional development opportunities provided. Furthermore, staff are encouraged to find professional development opportunities beyond those offered by the school.

Which are the strongest features of professional development, and why?
 The programs in which staff participate are relevant and provide staff with many tools. All staff from EOLAH and EOLA (K-8) participate in the same professional development programs, so high school staff are able to collaborate with staff from our primary feeder school.

How are professional development activities selected and evaluated?
 Professional development activities are selected by administration; if teachers have specific professional development interests, they are encouraged to discuss them with administration. Paper evaluations are usually administered by the group or individual providing the professional development.

What aspects of teaching and learning most need improvement, and what action is being taken?
 Staff have requested more high school-specific and more subject specific professional development; the administration is exploring options.

7 How effective is the assessment of student learning?							
		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory
<p>How do you know? EOLAH has several tools for assessing student learning, including student grades, benchmark assessments, standardized test scores, and anecdotal evidence; however, EOLAH does not have a system for analyzing and synthesizing assessment data in a uniform manner.</p> <p>What are the strongest features of assessment? The strongest feature of assessment is staff's ability to provide immediate academic support in response to data. Students who perform poorly on assessments are required to participate in before or after school tutoring to address deficits.</p> <p>What aspects need improvement, and what action is being taken? EOLAH needs to develop a system for analyzing and synthesizing data in a uniform manner. The High School Site Coordinator will be receiving training in Power School, the features of which should enable the development of an assessment data monitoring system.</p>							

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?							
		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory
<p>How do you know? EOLAH enrolls a diverse student population by nature of its community. EOLAH's students represent its neighborhood.</p> <p>What are the strongest aspects of efforts to a diverse student population? EOLAH uses word-of-mouth recruiting throughout the neighborhood to increase population.</p> <p>What aspects need improvement, and what action is being taken? EOLAH is expanding its recruitment efforts to nearby district schools to attract students who may not be reached by word-of-mouth.</p>							

9 How effective is the leadership and management of the school?							
		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
<p>How do you know? Leadership and management of the school are, for the most part, effective. Staff and students are aware of the school's policies and procedures and are able to follow them in administrators' absence. However, administrative personnel have a greater number of responsibilities than their counterparts at larger schools, so their responsibilities sometimes conflict.</p> <p>How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment</p>							

with the California State Standards?

All textbooks are aligned to the California Content Standards, and teachers prepare and submit pacing guides that are approved and monitored by administration. Students take standards-correlated benchmark exams four times each year.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

All staff are observed both formally and informally by their supervisors. Supervisors address issues with curriculum implementation and provide support to staff when needed. Teachers who are unable to effectively implement curriculum are terminated.

Which aspects of leading and managing the academic performance of the school work best, and why?

Due to the school's small size, staff and administrators are able to converse daily to discuss academic performance; issues with academic performance are addressed in a timely fashion.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

EOLAH does not have a staff member experienced in secondary curriculum development; administration is seeking professional development opportunities to support curriculum development. Teachers would like more shared decision-making; weekly staff meetings are being used to address teachers' needs.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?							
		5	4	3	2	1	
Evaluation:	Excellent				X		Unsatisfactory
How do you know?							
Parents participation is very low. Both the language barrier between Spanish-speaking parents and non-Spanish-speaking staff and the number of parents who work during school hours complicate participation.							
Which are the strongest features, and why?							
The strongest features of parent collaboration are The Eagle News, the bilingual newsletter than is distributed each Friday, and the mandatory meeting, at which parents meet staff and receive the student handbook and annual calendar, for all parents at the beginning of each school year.							
What most needs improvement, and what action is being taken?							
EOLAH needs to develop an action plan to find ways for parents to participate in the school and to encourage parents to take advantage of opportunities for participation.							

11 How effectively does the school community analyze and use school wide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
					X		

How do you know?

EOLAH has the means to analyze and use school-wide data for continuous improvement through Power School, but the school is not using the tools it has.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

The staff as a whole does not discuss and analyze performance data for programmatic improvement. Individual teachers analyze CST and CAHSEE scores and benchmark assessments to determine students' need for support outside the classroom.

Describe how the school is training administrators and teachers to understand and use assessment data.

One member of the EOLA (K-8) staff provided a professional development session on the use of data-driven decision making in fall of 2012. Staff have not received any other formal training.

To what extent are parents and students informed of student performance data individually and school wide?

Parents and students receive a progress report or report card every three weeks. Parent conferences are held for all students each fall. IEP meetings, where required, are held at designated intervals.

What most needs improvement, and what action is being taken?

EOLAH needs to use existing tools (Power School) to analyze data. The High School Site Coordinator will be trained in Power School in the near future.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

Students with identified IEP's receive appropriate accommodations from classroom teachers and support from special education staff; however, special education staff is part time and also serves other school sites. All teachers are CLAD certified, and all EL's are fully integrated into classes.

Which are the strongest features, and why?

The school's small size allows teachers to easily modify instruction and assignments to accommodate all students.

What most needs improvement, and what action is being taken?

Staff need additional support in instructing students with a variety of learning styles and in scaffolding instruction within a heterogeneous classroom. The school is beginning to use the Acellus program to differentiate instruction for students who need support in fundamental skills.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

	5	4	3	2	1	
Evaluation: Excellent			X			Unsatisfactory

How do you know?
 EOLAH provides effective support for most EL's, students with disabilities, and students in need of remediation; the school is less effective supporting students in the early stages of English language development. EOLAH does not have an internal system for identifying special needs; families are referred to OUSD for testing as appropriate. EOLAH has no program for gifted students.

Which are the strongest features, and why?
 EOLAH's strongest features are the requirement of before or after school tutoring for students in need of remediation and the ability of staff to differentiate instruction and assignments according to student need. EOLAH has partnered with DACA to provide digital art and culinary experiences.

What most needs improvement, and what action is being taken?
 EOLAH needs a systematic plan for identification and support of students in the aforementioned populations to ensure quality and uniformity of support services.

14 How effective is the governing board of the school?

	5	4	3	2	1	
Evaluation: Excellent			X			Unsatisfactory

How do you know?
 The governing board provides for the needs of staff and students.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.
 Depending on the expertise needed, or if the parent member is no longer a parent, the board makes /reviews recommendations and votes on new board members.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.
 The primary roles of the governing board are to oversee the policies of the school and the school budget. One of the policies that had to be revised was the expulsion process as it relates to procedures and timelines. A new salary schedule was also approved this year.

What are the notable features of the governing board in the school?
 The board has staff and parent representation which helps its overall effectiveness. Teachers are provided with the books, supplies and equipment needed to successfully promote student achievement.

How effectively does the governing board work with the school leader/s?
 The board works closely with the school's director, who in turn communicates with the High School Site Coordinator and staff.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory
<p>How do you know? Parents are informed of governance matters through parent teacher conferences and meetings and through the weekly newsletter. The school has weekly staff meetings at which information, including board decisions, is communicated. It is easy to call informal meetings.</p> <p>Which are the strongest features, and why? The governing board includes a parent, a teacher, and several community members; all stakeholders are represented on the governing board.</p> <p>What most needs improvement, and what action is being taken? In general, parents, teachers, and community members are not involved in the governance of the school. The school needs to develop a plan for involving all stakeholders in governance.</p>							

16 How effective is the school at ensuring fiscal soundness and legal compliance?

		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
<p>How do you know? The school receives monthly financial reports from Vogel and Associates. The school is currently undergoing an audit without issue.</p> <p>Which are the strongest features, and why? The school has appropriate professional support in fiscal matters and legal compliance, including support from Vogel and Associates and VLS auditors.</p> <p>What most needs improvement, and what action is being taken? EOLAH needs to increase enrollment to ensure fiscal soundness. The governing board is currently developing an action plan to increase enrollment. The administration is enlisting students to publicize the school to potential students.</p>							

17 How effectively is the school managed fiscally?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

The physical needs of staff and students are met. Payroll and other expenses (e.g. utilities) are paid in a timely fashion. The school building is in good physical condition, and repairs are made in a timely fashion.

Which are the strongest features, and why?

The physical needs of staff and students are met. All materials necessary for instruction are available, and the school building provides appropriate facilities for instruction and learning.

What most needs improvement, and what action is being taken?

EOLAH needs to increase enrollment to ensure fiscal soundness. The governing board is currently developing an action plan to increase enrollment. The administration is enlisting students to publicize the school to potential students.

18 What are the most significant aids and/or barriers to raising student achievement?

Aids

- Relationships between all students and staff members
- Availability of instructional materials, including instructional technology in which staff have been trained
- Before and after school tutoring for students needing additional support
- College preparatory curriculum for all students
- College advising, including support with college and financial aid applications and visits to local colleges and universities

Barriers

- Lack of implementation of systems to analyze student performance data and use analysis to guide instruction
- Limited administrative staff
- Lack of parental involvement
- Inability of families to support instruction
- Financial constraints

Charter Renewal Data Document

Name of school: East Oakland Leadership Academy High				Name of School Leader: Dr. Laura Armstrong	
Financial Information				Year	2012-2013
Total Operational Budget		\$588,667	Per Student Revenue		\$8,410
Total Expenditure		\$735,254	Expenditure Per Student		\$10,504
Balance brought forward from previous year		\$172,556	Projected balance carried forward to next year		\$25,969
Special Populations		2008-2009	2009-2010	2010-2011	2011-2012
Percentage of students receiving <i>free/reduced lunch</i>		100	43	87	81
Percentage of ELL students		61	43	28	22
Number of students with special educational needs		0	0	0	1
Pupil mobility in the school in prior year					Number of students
Students who joined the school other than at the usual time of first admission					2
Students who left the school other than at the usual time of leaving (excluding expulsions)					3
Attendance for current and prior year					% Attendance
School data					92% 93%
Background of students 2012-13		Number of students/Percent of Students	Discipline - prior school year(11-12)		Suspension # of incidents
					Expulsion # of incidents
African-American		15/25%	African-American		N/A
Asian/Pacific Islander		0	Asian/Pacific Islander		0
Hispanic		45/75%	Hispanic		N/A
White		0	White		1
Mixed/ No Response		0	Mixed/ No Response		N/A
ELL		16/27%	ELL		N/A
SPED		2/3%	SPED		1
Gender (male/female)		30-50%/30-50%	Gender (male/female)		N/A
Homeless Students		0	Homeless Students		0
Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXAMPLE (add rows as necessary to capture all grade levels served)		6	150	100	50
		7	200	100	100
		8	160	100	60
2011-2012 (for 2012-2013 school year)	N/A				

2010-2011 (for 2011-2012 school year)	N/A				
2009-2010 (for 2010-2011 school year)	N/A				
2008-2009 (for 2009-2010 school year)	N/A				

Graduation Information	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 (projected)
Graduation Rate	N/A	N/A	N/A	10/15 – 67%	6/8- 75%
Retention Rate (% of graduates enrolled since grade 9)				80%	50%
Post Graduation Plans					
% attending 4-year college	N/A	N/A	N/A	40%	
% attending 2-year college				40%	
% attending vocational/ technical training				20%	
% joined military				0	
% working exclusively				0	

Teacher Recruitment/Retention					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total # of Teachers	5	5	4	4	3
% New Hires	100%	60%	100%	75%	0%
% Retained from Prior Year	N/A	40%	0%	25%	100%
Total number of vacant teaching posts currently (FTE)					1

AYP	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
AYP Met?	No Met 4 out of 5	No Met 3 out of 4	YES	YES	
% AMOS Met	50	50	100	100	
% Proficient-AMOS: African-American	*G9	*C1	*EN	*C1	
% Proficient-AMOS: Asian/PI	N/A	N/A	*EN	*C1	

% Proficient-AMOS: Hispanic	33/15	35.7/35.7	53.8/46.2	*C1	
% Proficient-AMOS: Mixed/No response	N/A	N/A	N/A	N/A	
% Proficient-AMOS: White	N/A	N/A	N/A	*C1	
% Proficient-AMOS: Socioeconomically Disadvantaged	44/13	47.1/23.5	*EN	*C1	
ELL	29/7	*C1	*EN	*C1	
Students with disabilities	N/A	N/A	N/A	N/A	
API	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
API	N/A	NO	NO	YES	
Statewide rank	N/A	3	1	1	
Similar schools rank	N/A	N/A	N/A	N/A	
CST	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ELA					
Proficient/Advanced	10	8	12	16	
Basic/Proficient/Advanced	29	22	26	36	
Below Basic/Far Below Basic	3	19	22	5	
MATH					
Proficient/Advanced	3	0	4	11	
Basic/Proficient/Advanced	11	7	11	21	
Below Basic/Far Below Basic	12	17	36	23	
CAHSEE	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013 (administered to date)
10 th grade pass rate	N/A	13/23 57%	9/15 60%	12/16 75%	FEB. 2013

* DataQuest

<i>Measurable Pupil Outcomes (Please add rows as necessary to include all MPOs in the current charter)</i>							
Measurable Pupil Outcome	Instrument	Target	2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results	2012-13 Results (to date)
Meet or Exceed the requirements of NCLB Act	EOLAH will meet annual AYP objectives as required by law		No	No	Yes	Yes	N/A
A high rank on the California Academic Performance Similar Schools Index by third year using the OUSD raking as a norm	Continue raising API Score		No	No	No	Yes	N/A
A high graduation rate using OUSD rate as a norm. Low drop out rate	Less than 5% drop out rate		Yes	Yes	Yes	Yes	N/A
A high student attendance rate.	At least 95% attendance at EOLAH		Yes	Yes	No	No	N/A
A minimum of 70% of EOLAH 10 th graders will pass the CAHSEE	100% of students will begin and pass a CAHSEE preparation course parallel to their course work beginning in the 9 th grade		No	No	No	Yes	N/A

Statutory Renewal Threshold	
1. API Growth Target:	
<i>Did school attain API Growth Target in prior year?</i>	YES
<i>Did school attain API Growth Target in two of last three years?</i>	NO
<i>Did school attain API Growth Target in the aggregate of the prior three years?</i>	NO
2. API Rank:	
<i>Is the school ranked 4 or higher on API in prior year?</i>	NO
<i>Is the school ranked 4 or higher on API in two of last three years?</i>	NO
3. API Similar Schools Rank:	
<i>Is the school ranked a 4 or higher on API Similar Schools in prior year?</i>	N/A
<i>Is the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	N/A
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	YES

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES	
Is the facility meeting the needs of your staff and students?	YES
Will the facility continue to accommodate your growth needs?	YES
If applicable is your current lease still valid?	YES
Do they extend through the end of your requested charter term (2013-2018)?	YES
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> • A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or • A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely 	
<p>Describe the condition of your current facility. Our facility is new. It was completed and we occupied the building in January of 2010.</p>	
<p>What procedures are in place for handling facility repairs?</p> <p>Teachers and/or students make the site coordinator aware and the site coordinator makes the director aware if further action needs to be taken.</p> <p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p> <p>There is no need for a maintenance contract due to the fact that the building is new.</p>	

FUTURE PLANS	
<p>Discuss the key challenges or risks that you see for your school in the next five year period.</p> <ul style="list-style-type: none"> • Describe what you are doing or plan to do to address each of the major challenges that you have identified. 	
<p><i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period (2013-2018).</p> <p>N/A</p>	
<p><i>As applicable:</i> Describe any material revisions to your charter and rationale for this renewal period (2013-2018). This request will be considered as part of the renewal process.</p> <p>N/A</p>	

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.
- In order to have the material revision to your charter approved, your school needs to:
 - State the revision(s) the school's governing board wishes to make to the charter.
 - Describe the reasons for the request(s).
 - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.
- If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.
- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

N/A

Donald S. Stoneham

7223 Avon Court ♦ Dublin, CA 94568 ♦ 925-803-5736 ♦ 415-533-7741 mobile ♦ stoneham@agape1.biz

Qualifications for a Management Consultant

Quality, Sustainability, Green, Production, Operations, Continuous Improvement

Nationally recognized executive manager offers more than 20 years of combined experience administering and coordinating continuous improvement programs, reengineering projects, personnel development, and business process enhancements. Equipped with a solid track record of success developing and implementing process improvement strategies, systems, and programs that resulted in increases in profitability, operational quality, and overall savings. Areas of expertise include:

Program/Product Management ♦ Quality Management ♦ Operations Management ♦ Financial Management
Sustainability ♦ Web Based Technology ♦ Quality Assurance ♦ Software Development/Management
Budget Preparation ♦ Green ♦ Business Analyst ♦ Regulatory Compliance ♦ Implementation

Corporate Contributions

- ♦ Provided project leadership for a \$40M Bank of America, Illinois ACH systems conversion project, including the development of test cases and scripts, testing of system features and functions, development/administration of test plans, and documentation and presentation of final test reports.
- ♦ Introduced 18 various system enhancements (EDI, EFT, and procurement cards) and other technological improvements, and improved the service quality accuracy rate to 98.5% using business process re-engineering (BPR), quality management (QM), and performance measurement techniques.
- ♦ Generated continuous yearly savings totaling over \$2.5M with the creation of a re-engineering disbursement efficiency plan.
- ♦ Successfully achieved the century Y2K date compliance of all internal applications, systems and components, hardware and networking services, facilities, and utilities across the PeopleSoft enterprise.
- ♦ Introduced highly innovative engineering solution strategies using Six Sigma, ISO 9000, and CMM principles and concepts, resulting in higher levels of customer satisfaction regarding the company's software products and business services.
- ♦ Researched, identified, and managed the integration of new technologies and business opportunities with strategic partners in Asia, Europe, and the United States.

Employment History

Agape Enterprises Consulting, Inc, President and CEO

1998 to present

Agape Enterprises is a Technology, Quality and Business Management Services consulting company that provides high-quality professional services to all size organizations. We deliver high-value consulting services that are customized to meet each individual client's needs.

- ♦ Responsible for setting and meeting the Quality and Program Management goals and objectives; hiring, mentoring and managing the personnel, and work closely with the software development and the business operations groups.
- ♦ Responsible for overall quality strategy, structure, people, product release, hardware/software resources, test documentation (plans, suites, scripts), performance/scalability testing and reporting and overall product quality.
- ♦ Create and maintain program management plans for the entire organization. Organize resources to handle software development tasks and define business requirements.

Resume Continues...

Donald S. Stoneham

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Employment History Cont.

GRSNetwork, Vice President of Quality and Program Management

2000-2003

Provided direction and management of strategic planning, personnel, product releases, hardware/software resources, test documentation, performance/scalability testing, and reporting. Established operational goals and monitored performance quality in order to ensure the attainment of goals and objectives.

- ♦ Orchestrated the development and deployment of web-based applications with the use of Rational Unified Process, achieving compliance to ISO 9000 quality standards; developed an ISO 9000 program designed to identify software quality metrics for dynamic web-based software development in the areas of e-commerce, web content/publishing, security, and database integration.

PeopleSoft, Worldwide Y2K Quality Manager-Consultant

1998-2000

Directed the development and deployment of program management functions focused on the monitoring, reporting, and evaluation of plans and priorities for this Y2K project. Developed and coordinated a team of 14 consultant professionals in charge of achieving Y2K readiness worldwide. Spearheaded testing efforts and developed testing methodologies for 71 business areas and 300+ individuals located around the world and for 369 mission-critical business processes in the business operations, product development, facilities, infrastructure and international areas.

- ♦ Provided the virtual management of four teams in Europe, Asia/Pacific, Japan, and Latin America, and coordinated interdependencies among applications, business areas, suppliers, external financial service providers, and vendors.
- ♦ Performed the overall management of third-party consultants and coordinated tester training on the various financial product features.

Bank of America, Project Leader-Consultant

1996-1998

Ensured the attainment of business requirements, performed wide-range technical analysis operations, tested and monitored the migration from the Bank of Americas, Illinois Demand Deposit Accounting (DDA) system into Bank of America, California Corporate Demand Accounting (CDA) system, and assured that customers were invoiced within 5% of their current bill through the migration of billing accounts.

- ♦ Used project management tools and quality assurance techniques to ensure that the business requirements objectives were met.

University of California at Berkeley, Disbursement Manager

1990-1996

Directed disbursement and ledger reconciliation operations totaling approximately \$1B for the Berkeley campus and the Office of the President, including customer service management responsibility to 30,000 students, 50,000 vendors, and 15,000 UC employees. Functioned as leader in the administration of the client server-based PeopleSoft financial systems, and provided the control and maintenance of reference manuals utilized to communicate financial and accounting policies, principles, and procedures to all organizational units.

- ♦ Coordinated training personnel in charge of providing guidance and instruction to all 400 university campus and Office of the President divisions and branches.

Education

Master of Business & Public Administration (In Progress), City University
Bachelor of Arts in Business Administration, New College of California
Quality Management Certificate, UC Berkeley Extension
Certified Green Sustainability Consultant, National Sustainability Coalition

ATIBA SYLVIA THOMAS

WORK EXPERIENCE

2003-present East Oakland Leadership Academy Oakland, California

Art Director/Art Teacher/Art Therapist intern

- Coordinate all middle school art programs
- Develop and implement art/art history curriculum
- Develop and implement multicultural art curriculum
- Develop and implement HIV education using art
- Develop and conduct girls rites of passage
- Facilitate individual art therapy sessions
- Conduct conflict resolution using art process for adolescents

2000-2003 John Muir Elementary School Hayward, California

Contract Art Teacher

- Bi-monthly art projects exploring various art mediums.
- Art projects integrated into academic areas.
- Coordinate school wide art fair

2000-2001 Santa Rosa High School Santa Rosa, California

Peer Education Teacher

- Facilitate group discussion using art therapy focusing on issues and concerns facing teenagers.

2000-2001 Social Advocates for Youth Santa Rosa, California

Street Outreach Artist

- Outreach prevention program for at risk teens living on the streets and in shelters.

1999-present Sunburst Projects Rohnert Park, California

Art Therapist

Camp Program Director

Peer Mentor Coordinator

- Facilitate art therapy support groups for families affected

/infected with HIV/AIDS.

- Develop program and conduct art therapy group sessions for teens living with HIV/AIDS in a residential camp setting.
- Develop and facilitate peer mentor program for HIV prevention education.

1998 -2000 Youth and Family Services

Art Instructor

Counselor

- Develop and implement treatment plans using art process for "high risk" adolescents.

1997-2002 Positive Images Santa Rosa, California

Art Therapist

Group Facilitator

- Facilitate groups with gay, lesbian, bisexual, transgender youth utilizing the art process.
- Facilitate HIV education sessions

1996-2000 Sonoma State University Pre-College Program

Art Instructor

- art classes for college bound adolescents
- sculpting with junk, face art, mix media, collage, mandalas, mask-making, African American art history

EDUCATION

2002 Sonoma State University Rohnert Park, California
Master of Arts, Psychology/Art Therapy emphasis

1975 California State University at Los Angeles Los Angeles, California
Bachelor of Arts, Sociology

Laura Armstrong

8353 Outlook Ave.
Oakland, CA 94605
docarm@aol.com
(510) 427-9959

OBJECTIVE: I have been an educator for more than twenty years. I am committed to serving urban children. It is my lifetime goal to provide high quality education opportunities to as many inner city children as possible.

EDUCATION

- 1978 Bachelor degree, University of Arizona

- 1995 Masters, San Francisco State University

- 1998 Doctorate, University of Southern Mississippi

EMPLOYMENT

- 1985 Sixth Grade Teacher, Maxine Bush Elementary School

- 1986 Science Teacher, Hope Academy

- 1988 Fifth Grade Teacher, G.W.Carver Elementary School

- 1996 Sixth Grade History Teacher, MLK Middle School

- 2000 Founder/Director, E.C.Reems Academy

- 2001 Sixth Grade Teacher, John Muir Elementary School

- 2003 Founder/Director, East Oakland Leadership Academy

REFERENCES

- Angela Bates (510) 544-9305
- Johnnie Riley (925) 427-7111
- Ben Chavis (510) 839-6791

Reverend Johnnie M. Riley

Powerfully anointed to speak into the lives of men and women, Pastor Johnnie Riley is uniquely gifted for "such a time as this." She preaches the Gospel with a clarity and wisdom that makes each word come alive in the ears of the hearer. A true pastor, this preacher is concerned for the spiritual growth of individuals who are seeking to fulfill God's purpose in their lives.

Pastor Johnnie Riley responded positively to the call of God to enter the ministry in 1965. Completely confident of God's plan for her life, she has dedicated her life to reaching lost men and women to offer them eternal life through the Gospel of Jesus Christ. Having stood the test of time, she continues to preach a relevant Gospel today. Her life is a testimony to the keeping power of Christ. She proves daily that God will keep you if you desire to live in the center of His will.

Having preached across this country, Pastor Riley serves the Kingdom under the auspices of Bishop Ernestine Reems – Dickerson of Center of Hope Community Church in Oakland, CA. Pastor Riley joined Center of Hope Community Church (COH) in 1968. Having held a diversity of positions including counselor, manager of business affairs, spiritual leader of the ministers' board and President of COH School for Ministers, in 1988, Bishop Reems-Dickerson appointed Pastor Riley to Associate Pastor of Center of Hope Community Church for Spiritual Affairs. Continued faithful service led to Bishop Reems-Dickerson to select Pastor Johnnie, as she is affectionately called, to become Pastor of the Center of Hope – Pittsburg in 2006.

As Pastor of a branch church, Pastor Riley is watching God bless as He adds regularly to the flock she has charge over. Pastor Riley has watched this church grow from a small home bible study to a congregation that recently moved into their own church building. She continues to pour into the lives of the leaders that serve with her and the members of the congregation with a realness and dedication that demonstrates the love of God to all.

Pastor Johnnie Riley is a wife and mother of one grown son, Lance. Her husband, Deacon Alex Riley, serves in ministry with her. This woman of God is walking worthy of the call that is on her life and daily inspires others to live in the fullness of their God ordained calling. Pastor Riley walks in covenant with God's word for divine health each day, standing on the firm foundation of her favorite scripture verse – "What? Know ye not that your body is the temple of the Holy Ghost [which is] in you, which ye have of God, and ye are not your own?" By faith, she affirms that sickness and disease can't cohabitate with the Holy Ghost!

To God be the Glory!

Johnnie M. Riley
4011 Railroad Ave.
Pittsburg, CA 94565
Jmriley5@pacbell.net
(925) 427-7111

Nashon Williams

1812 Washington Avenue #206
San Leandro, CA 94577
(510) 213-2072
n_purry@hotmail.com

Professional Experience

July 2011 – Present Stay-at-home Mother

August 2010 – July 2011 East Oakland Leadership Academy **Principal, K-11**

- Evaluate certificate personnel
- Provide students mentoring and discipline
- Manage school site
- Provide certificated and classified employees mentoring and discipline

August 2008 – June 2010 Oakland Unified School District **6, 8 Grade Teacher**

- Design, organize, and implement curriculum for math, science, social studies, and English language arts with the goal of leading students to master at least 80% of California content standards and achieve an average 1.5 years of reading growth
- Serve as Lead Teacher for ELA

November 2006 – March 2009 Hayward Unified School District **Adult Ed. Teacher**

- Prepare students to successfully pass the High School Exit Exam
- Facilitate independent studies in multiple high school subjects

August 2003 – June 2008 East Oakland Leadership Academy **6-8 Grade Teacher**

- In this self-contained structure, the number of students proficient in ELA rose from 15-30% in loop 1 and from 5-28% in loop 2 and the number of students proficient in math rose from 4-30% in loop 1
- Served as Testing Site Coordinator for 1 year
- Served as a Teacher Mentor for 2 years

Education

September 2009 – June 2010 **Cal State University, East Bay 3.685 GPA**

- Preliminary Administrative Credential

September 2002 – June 2006 **Cal State University, East Bay 3.550 GPA**

- Masters in Public Administration & Affairs w/ Organizational Change Option

January 2000 – June 2002 **Cal State University, Hayward 3.014 GPA**

- B.A. in Liberal Studies w/ Childhood Studies Option
- Professional Clear Multiple Subject Teaching Credential w/ CLAD

Wannetta Hall
4414 Fleming Ave
Oakland, Ca 94619

RESUME

Reference:

Fairmont Hospital
15400 Foothill Blvd
San Leandro, Ca 94578

Job Title: DP TECH II
From : 1985-1991

Henry's Tow
5321 E. 8th St
Oakland, Ca 94601

Job Description: Filing, Answering phone, Supervisor, Owner
From : 1991 – Present

EOLA Parent : 2003 - Present

Other : Community Food Program

EOLA/H Parent Since 2003

Ernest Leon Frohm III

8653 Thermal Street, Oakland Ca. 94605
510-395-7701

Martial Arts Instructor/Coach/Mentor

Education:

- *Richmond High School, Richmond Ca. 1987
- *San Jose State Un.
- *Laney Jr. College

Martial Arts Education:

- *Taylor's House of Karate, San Rafael Ca.
- *West America Tae Kwon Do, Mill Valley Ca.
- American Karate (Tae Kwon Do, Karate and Boxing)

Years of Study: 1977 to Current

Years of Teaching: 1985 to Current

Degree: 5th Dan, Master

Teaching Experience:

- *West America Tae Kwon Do, Mill Valley Ca.
- *Taylor's House of Karate, San Rafael Ca.
- *Emerson Elementary School, Berkeley Ca.
- *Windrush School, El Cerrito Ca.
- *Manzanita Community Center, Oakland Ca.
- *Imani Community Church, Oakland Ca.
- *East Oakland Leadership Academy, Oakland Ca. (PE and Martial Arts Instructor)
- *Frohm's Martial Arts, Oakland Ca.

Accomplishments:

- *2007 Jefferson Award
- *Coach to four World Champion, Martial Arts Competitors
- *2012 United States Coach and Martial Arts Ambassador to Punjab India
- *2010 BASKA Hall of Fame award winner
- *Oakland Business Owner since 2000

Other work experiences:

- *Gladman Psychiatric Health Facility, Oakland Ca.
Mental Health Worker, Counselor 1993-2000
- *Dance Instructor 1989-1999
- *Stage Dancer and Choreographer for Comedian and Actor Sinbad 1989-1992

The Single Plan for Student Achievement

for

East Oakland Leadership Academy High

Submitted by Dr. Laura Armstrong, Director
East Oakland Leadership Academy High
2607 Seminary Ave.
Oakland, CA 94605
(510) 562-5238

SINGLE PLAN FOR STUDENT ACHIEVEMENT

The Single Plan for Student Achievement

for

East Oakland Leadership Academy High

Submitted by Dr. Laura Armstrong, Director
East Oakland Leadership Academy High
2614 Seminary Ave.
Oakland, CA 94605
(510) 562-5238

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Our Mission

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

Our Philosophy

California's economy requires a workforce with many professionals who have science and mathematics training. Despite a significant job gap for lack of qualified applicants in high technology, California's highest paying sector, only three percent of California ninth graders go on to earn a baccalaureate degree in science, mathematics, or engineering. The rates of daily attendance, academic achievement and preparedness to pursue higher education, however, are still well below state averages with the result that many students do not meet the requirements to attend either the University of California or California State University. To address many of these issues, this charter school builds upon a core curriculum to raise expectations and place all freshmen and sophomores on track to meet the UC/CSU entrance requirements.

Our Students

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

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

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

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

EOLAH will help these students increase their academic performance by providing curriculum aligned with district and state standards and before and after school math/reading small group tutoring to specifically address the needs of students who perform Below Basic and Far Below Basic on the CST. Test results from the previous school year will be used as indicators of past performance until teacher observations and other assessments can be utilized to develop Individual Learning Plans (ILP's) for all students.

This includes traditionally underserved students of color, low-income students, English Learners, and students with special 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 on any perceived deficits. EOLAH is dedicated to providing high need students in urban communities with 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, English and literature, science, and mathematics is critical, but the educated person must be able to apply that knowledge effectively. The ability to obtain, analyze, and utilize information and information technology skillfully and efficiently is essential. Self-motivated individuals who understand that the necessity to learn will continue throughout their lifetimes will have the greatest prospects for fulfilling lives in the 21st century. EOLAH is committed to provide the positive learning environment and teaching strategies that will meet the learning styles of all students and develop self-motivated, competent, life long learners. We believe that our educational program will provide equitable learning opportunities and increase academic performance of all students.

Our 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, especially the teachers, know each student at a deeper level. Studies have shown, for example, that students in smaller high schools have higher attendance rates and fewer incidents of violence and discipline problems. (The Case for Smaller High Schools, Tom Van Ark, Education Leadership, February 2002). Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. EOLAH will provide a structured daily program, support, extended school day and year, and state aligned textbooks to maximize a small school environment. As discussed in more detail below, our vision of effective small school design is based on our pillars of effective school design:

- **High Expectations:** All students take college preparatory coursework, and graduates will have fulfilled requirements for admission to the University of California. Students are also expected to adhere to high standards of student behavior.
- **Significant Support:** EOLAH is not only a small school but also provides tutoring, mandatory summer school, small class sizes, four-year advisory and strong academic, social, and college support programs.
- **Student Leadership:** Students are exposed to leadership training through school/community linkages and internships.
- **Parent and Community Involvement:** Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission. Community partners include Frohm's Martial Arts, YMCA, and Momma Art. Our partners support our mission by providing opportunities to develop leadership and social skills. Parents and community members are invited to exhibitions of student participation in the various programs offered by our partners.
- **Focus on Results:** EOLAH has relentless focus on high student performance, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff create and reinforce a culture of achievement.

No single approach leads to learning for every student. Presenting every student with a rigorous curriculum and high expectations for achievement is the foundation for learning. Research demonstrates that building connections to adults, especially with dedicated and motivated teachers, consistently leads to higher achievement. As a small school, EOLAH will facilitate these interactions. Moreover, each student will develop an ILP as a road map for learning goals. Each plan will be customized and regularly reviewed through parent and teacher-advisor consultations.

Selected staff will serve as advisors and oversee academic planning and readiness for EOLAHS students. The advisor will continually review and update student's ILPs. The advisor will monitor student progress, meet with parents upon request in support of students meeting graduation requirements. Each student will have the same advisor each year throughout their high school experience at EOLAH.

Curriculum and Instructional Design

Academic Standards

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

All graduates are expected to meet the school's standards and graduation requirements, although some may take additional time to meet them, and others, such as English Learners and students with special needs, may need additional support. This extra support for English Learners and students with special needs is provided on an individual basis.

Graduation Requirements

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

Demographics

The ethnic makeup of EOLAH:

Latino Students	75.5%
White Students	4.1%
Asian American	2%
African-American Students	18.4%

(Appendix A)

Analysis of the Standardized Testing and Reporting Program and AYP results that identify the specific problem in the area(s) not meeting targets and/or criteria.

STAR Results and Specific Target Areas 2011-2012

The 2011-2012 CST results showed that EOLAH met its growth target. The 2011 base was 593, and the 2012 growth was 736, a 136 point growth. Furthermore, all student groups met all growth targets.

The 2011-2012 CAHSEE results showed that 81% of all students passed ELA and 81% passed Math. (Appendix C)

Develop Individualized Learning Plan (ILP) for each student. (Appendix D)

1. The data used for developing ILP includes CST data, curriculum preassessment, teacher observation, and review of student file as it relates to IEP and CELDT data. Each ILP has a focus on ELA and Math. Methods and suggestions are made, and a target goal is set. The ILP is reviewed during the year. Parents are given copies of the ILP.
2. Benchmark assessments: All students are assessed at the beginning of the year in each subject. The results of the first assessment, in addition to teacher observation and CST data, is used to develop target goals for ILP. Various methods and strategies are suggested to meet the target goals.
3. Students are given a report of their academic progress every three weeks.
4. Students receive a report card every six weeks.
5. Parent conferences are held to discuss student progress.
6. Students who need additional help are recommended to attend after school tutoring.
7. EL students and students who perform below Basic on the CST and/or do not pass the CAHSEE are provided with additional computer based resources, such as Achieve 3000 and Acellus.

Specific and measurable goals the school will achieve during the current school year.

1. 70% of 10th graders will pass CAHSEE.
2. Students will maintain a high attendance rate.
3. API score will continually increase.
4. EOLAH will meet AYP.

Methods or system the School will use to examine student achievement data on a regular basis across grade levels, by subject matter, and across the School as a whole.

Initial benchmarks took place in August. Benchmark 2 will take place in December. Benchmark 3 will take place in late March. In addition, there is an on-going curriculum assessment. These results are stated and reviewed every 3 weeks on student progress reports.

Specific actions, which follow from the goals and examination of student data, the School will take to improve student achievement in the area(s) identified as needing improvement, including changes to curriculum, instruction, assessment, governance, and organization.

Teachers participate in a one-week intensive teacher training. Professional development plans are developed for each teacher based on observations conducted by administrative staff. Weekly staff meetings discuss student achievement. The School Site Council reviews overall student achievement. The governing board reviews student performance report and makes comments.

Diagnostic assessments that will be used to enable the School to monitor the effects of proposed changes on student performance.

EOLAH, parents, and students will develop ILP's as road maps for learning goals. Each plan will be customized and regularly reviewed through parent and teacher-advisor consultations. (Appendix D)

Professional development plan for teachers and/or other staff that supports the activities the School will implement to improve performance in targeted areas.

Professional development includes a one-week intensive teacher training, weekly staff meetings, and Individual Professional Development Plans. New and beginning teachers participate in district BTSA programs.

Funding : EOLAH receives schoolwide Title I funding. EOLAH received \$39,600 this year. These funds were used for salaries and benefits of teachers, instructional materials, recruiting, and professional development.

Appendix A: Demographics

DataQuest home > API home > Reports > Select School > School Reports > Current Page

2011-12 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met 2012 Growth Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
10/11/2012

School: East Oakland Leadership Academy High
LEA: Oakland Unified
County: Alameda
CDS Code: 01-61259-0116137
School Type: Small High

2012 Growth API Links:

- [School Chart](#)
- [School Demographic Characteristics](#)
- [School Content Area Weights](#)
- [LEA List of Schools](#)
- [County List of Schools](#)

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

Groups

	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Student Groups Growth Target
Schoolwide	40		730	594	10	136	
Black or African American	11	No	711				
American Indian or Alaska Native	0	No					
Asian	0	No					
Filipino	0	No					
Hispanic or Latino	28	No	738	600			
Native Hawaiian or Pacific Islander	0	No					
White	1	No					
Two or More Races	0	No					
Socioeconomically Disadvantaged	38	No	735	582			
English Learners	25	No	720	582			
Students with Disabilities	0	No					

[Similar Schools Report](#)

[Similar Schools](#)

Median API

<u>2012 Growth</u>	<u>2011 Base</u>
------------------------	----------------------

Click on the median value heading to link to the list of 2011 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2011 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.

"B" means the school did not have a valid 2011 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners student groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2011 Base API to the 2012 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in January 2013.

DataQuest home > API home > Reports > Select School > School Reports > Current Page

2011 - 12 Growth Academic Performance Index (API) Chart



School Demographic Characteristics 2012 Growth Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
10/11/2012

School: East Oakland Leadership Academy High
LEA: Oakland Unified
County: Alameda
CDS Code: 01-61259-0116137
School Type: Small High

2012 Growth API Links:

- [School Report - Growth](#)
- [School Content Area Weights](#)
- [LEA List of Schools](#)
- [County List of Schools](#)

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

School Demographic Characteristics

These data are from the October 2011 California Longitudinal Pupil Achievement Data System (CALPADS) data collection and the 2012 Standardized Testing and Reporting (STAR) Program student answer document.

Ethnic/Racial* (STAR)	Percent	Enrollments**(STAR)	Percent
Black or African American	31	Grade 2	0
American Indian or Alaska Native	0	Grades 3-5	0
Asian	0	Grade 6	0
Filipino	0	Grades 7-8	0
Hispanic or Latino	67	Grades 9-11	100
Native Hawaiian or Pacific Islander	0	**This is a percentage of all enrollments in grades 2-11.	
White	2		
Two or More Races	0		
<i>*These percentages may not sum to 100 due to responses of: other, multiple, or non-response.</i>		Parent Education Level (STAR)	
		Percentage with a response***	47
		Of those with a response:	
Participants in Free or Reduced-Price Lunch (STAR)	93	Not a high school graduate	38
		High school graduate	48
		Some college	10
		College graduate	0
		Graduate school	5
Participants in Gifted and Talented Education Program (STAR)	0	***This is the percentage of student answer documents with stated parent education level information.	
Participants in Migrant Education Program (STAR)	0		
English Learners (STAR)	24	Average	
		Average Parent Education Level (STAR)	1.86
		<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>	
Reclassified Fluent-English-Proficient (RFEP) Students (STAR)	33		
Students with Disabilities (STAR)	0		

Continuous Enrollment

School, (CALPADS)

LEA, (CALPADS)

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2011 CALPADS data collection and who have been continuously enrolled since that date.

Fully-Credentialed Teachers** (CALPADS)**

Teachers with Emergency Credentials **(CALPADS)**

**** These data were not collected during the 2011 CALPADS collection and are unavailable for reporting in the 2011-12 APR cycle.

Average Class Size (CALPADS)

	<u>Grades</u>	<u>Average</u>
89	K-3	
100	4-6	
	Core academic courses in departmentalized programs	

Enrollment in Grades 2-11 on First Day of Testing (STAR)

Number
45

Students Exempted from STAR Testing Per Parent Written Request (STAR)

0

Number of Students Tested (STAR)

45

Yes/No

Multi-track, Year-round School (CALPADS)

Appendix B: CST Data

	2009-2010		2010-2011			2011-2012		
English Language Arts	9 th	10 th h	9 th	10 th h	11 th h	9 th	10 th h	11 th
Students Tested	19	22	18	15	16	21	15	9
% of Enrollment	86.4	100	100	100	100	100	100	100
% Advanced	0	0	6	0	0	5	13	11
% Proficient	21	18	28	13	19	38	13	22
% Basic	37	32	33	33	31	38	47	56
% Below Basic	21	32	28	27	19	19	20	11
% Far Below Basic	21	18	6	27	31	0	7	0

- The percentage of students scoring Advanced in English Language Arts (ELA) has increased.
- The percentage of students scoring Proficient in ELA has increased over the past three years.
- The percentage of students scoring Below Basic and Far Below Basic has decreased.

	2009-2010		2010-2011			2011-2012		
Algebra 1	9 th	10 th	9 th	10 th	11 th	9 th	10 ^{t h}	11 th
Students Tested	4		18	2	2	21		
% of Enrollment	18.2		10 0	13. 3	12. 5	10 0		
% Advanced	0		0	0	0	10		
% Proficient	0		22	0	0	24		
% Basic	25		17	0	0	24		
% Below Basic	75		44	50	50	24		
% Far Below Basic	0		17	50	50	19		
Geometry	9 th	10 th	9 th	10 th	11 th	9 th	10 ^{t h}	11 th
Students Tested	7	13		4	7		15	
% of Enrollment	31.8	59. 1		26. 7	43. 8		100	
% Advanced	0	0		0	0		0	
% Proficient	0	0		0	0		13	
% Basic	43	23		0	0		20	
% Below Basic	57	54		50	14		40	
% Far Below Basic	0	23		50	86		27	

	2009-2010		2010-2011			2011-2012		
Algebra II	9 th	10 th	9 th	10 th	11 th	9 th	10 th	11 th
Students Tested	*	*		8	6			8
% of Enrollment	*	*		53.3	37.5			100
% Advanced	*	*		0	0			0
% Proficient	*	*		0	0			25
% Basic	*	*		13	50			25
% Below Basic	*	*		50	50			25
% Far Below Basic	*	*		38	0			25

*This test was not administered this year.

- Beginning in 2011-2012, all students in grades 10-12 are enrolled in math classes more advanced than Algebra I.
- The percentage of students scoring Advanced in Algebra I has increased.
- The percentage of students scoring Proficient in both Algebra I and Geometry has increased.
- The percentages of ninth graders scoring Below Basic in Algebra I and tenth graders scoring Below Basic in Geometry have decreased over the past three years.
- The percentage of students scoring Proficient in Algebra II increased last year.
- The percentages of students scoring Below Basic and Far Below Basic in Algebra II decreased last year.

NCLB Life Science	2009-2010	2010-2011	2011-2012
Students Tested	22	15	12
% of Enrollment	100	100	80
% Advanced	5	7	25
% Proficient	5	13	17
% Basic	45	33	33
% Below Basic	32	27	25
% Far Below Basic	14	20	0

- The percentages of students scoring Advanced and Proficient in Life Science have increased.
- The percentage of students scoring Below Basic in Life Science has decreased.
- The percentage of students scoring Far Below Basic in Life Science decreased this year.

Appendix C: CAHSEE Data

Passing rate		2009-2010		2010-2011		2011-2012	
		# Tested	% Passed	# Tested	% Passed	# Tested	% Passed
All 10 th Grade Students	ELA	23	65%	15	60%	16	81%
	Math	23	65%	15	73%	16	81%
Hispanic	ELA	14	57%	13	62%	8	75%
	Math	14	71%	13	77%	8	88%
African American or Black	ELA	7	71%	2	50%	6	100%
	Math	7	43%	2	50%	6	83%
Economically Disadvantaged	ELA	16	56%	9	44%	16	81%
	Math	16	63%	9	67%	16	81%
English Learners	ELA	7	29%	5	60%	4	75%
	Math	7	43%	5	80%	4	75%

- The percentage of students passing the CAHSEE increased last year.
- The percentages of Hispanic students and English Learners passing ELA have increased each year.
- The percentages of African-American and Economically Disadvantaged students passing ELA increased last year.
- The overall percentage of students passing Math has increased each year.
- The percentages of students passing Math in three of four significant subgroups have increased each year; the fourth subgroup's percentage increased last year.

Appendix D: CELDT Data

Grade 9	2008-2009	2009-2010	2010-2011	2011-2012
#/% Advanced	4/31	0/0	0/0	0/0
#/% Early Advanced	5/38	3/50	1/50	0/0
#/% Intermediate	2/15	3/50	0/0	2/50
#/% Early Intermediate	1/8	0/0	0/0	2/50
#/% Beginning	1/8	0/0	1/50	0/0
Total # of Students	13	6	2	4
# Meeting CELDT Criterion	8	3	1	0

Grade 10	2008-2009	2009-2010	2010-2011	2011-2012
#/% Advanced	*	0/0	1/25	0/0
#/% Early Advanced	*	6/67	0/0	0/0
#/% Intermediate	*	1/11	3/75	1/50
#/% Early Intermediate	*	1/11	0/0	0/0
#/% Beginning	*	1/11	0/0	1/50
Total # of Students	*	9	4	2
# Meeting CELDT Criterion	*	2	1	0

Grade 11	2008-2009	2009-2010	2010-2011	2011-2012
#/% Advanced	*	*	0/0	0/0
#/% Early Advanced	*	*	1/25	0/0
#/% Intermediate	*	*	1/25	1/33
#/% Early Intermediate	*	*	2/50	1/33
#/% Beginning	*	*	0/0	1/33
Total # of Students	*	*	4	3
# Meeting CELDT Criterion	*	*	1	0

Grade 12	2008-2009	2009-2010	2010-2011	2011-2012
#/% Advanced	*	*	*	0/0

#/% Early Advanced	*	*	*	0/0
#/% Intermediate	*	*	*	0/0
#/% Early Intermediate	*	*	*	4/67
#/% Beginning	*	*	*	2/33
Total # of Students	*	*	*	6
# Meeting CELDT Criterion	*	*	*	0

*Grade not tested

Appendix E: Individualized Learning Plan

**INDIVIDUALIZED LEARNING PLAN
SCHOOL YEAR 2012-2013**

August 2012

Student Name: Harold Jones
Grade: 3

Focus Area: Language Arts

Harold scored 45% on his English Language Arts Benchmark Assessment in August 2012 and is currently reading 82 words per minute.

Method: Harold will be given a sight word list to practice for homework and during tutoring.

Suggestions: Tutoring; practice sight words for homework; practice in small groups during class

Target Goal: Harold will be able to read and spell his sight words from his 2nd grade sight word list with 55% accuracy.

Timeline: October 2012

Focus Area: Math

Harold scored 40% on his Math Assessment in August 2012.

Method: Harold will practice working on his addition facts using flashcards during class.

Suggestions: practice addition facts in small groups during class; tutoring

When given 10 double-digit addition problems, Harold will be able to solve the problems independently with 50% accuracy.

Timeline: October 2012

Focus Area: Social

I would like to see Harold participate more during class discussions.

Update:

October 2012

Harold has shown improvement in his oral fluency, reading comprehension and math since August 2012. Harold is currently reading 90 words per minute and scored 56% on Part II of his English Benchmark Assessment. He scored 45% on Part II of his math assessment.

January 2013

March 2013

End of School Year Comments

Appendix F: Professional Development

2012 SUMMER URBAN BOOT CAMP FOR EDUCATORS

July 23-27, 2012

Day One, Monday, July 23

Session 1.1

8:30 - 8:45

Welcome:
Introduction to
Urban Boot Camp

Opening Session: During this session, the participants will be given an overview of the week's event. Staff and facilitators will also be introduced. The concept of flipped instruction is introduced, as well as how it can change how students learn and teachers teach.

Introduction to Keynote Speaker: Ramsey Musallam

Session 1.2

8:45 - 11:45

A New Paradigm:
Blended Instruction

Keynote:

Ramsey Musallam

Technology and classroom instruction are not mutually exclusive. How students learn and how teachers teach must change to meet the demand for preparing for the 21ST Century. A model for meeting our students needs and preparing them for the *now* is the paradigm of flipped instruction, including:

- theory and fundamentals
- new teacher paradigms around instruction
- re-thinking Bloom's Taxonomy
- new instruction design for the classroom
 - Place for application
 - Validation
 - Differentiation
- formats for out of class instruction
- connection to standards and Common Core
- accountability
 - Just-in-time teaching

Lunch

11:45 - 12:30

Enjoy and socialize

Session: 1.3

12:30 - 2:00

Digital Tools
for Teaching and
Learning:
Flipping Basics
Part 1

Teachers attending this session will be introduced to basic technology tools that can be used to support flipped instruction.

Outcomes: Participants will :

- participate in a discussion on when to flip instruction
- learn to use *LiveBinders*, a 3-ring binder (instant website) that is browser based
- learn to use Animoto, a browser-based interactive slideshow presentation platform
- learn to use and create an instructional Screen Casting for capturing instruction

Break

2:00 - 2:15

ARTICLES OF INCORPORATION
BYLAWS

MAR 19 2001

BILL JONES, Secretary of State

ARTICLES OF INCORPORATION
OF
EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be: East Oakland Leadership Academy.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the East Oakland Leadership Academy (a California public school).

The Corporation is organized and operated exclusively for charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Phillip Murray
7 Park Center Drive
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

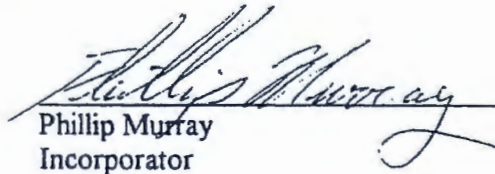
V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 3-19-2001


Phillip Murray
Incorporator

BYLAWS
OF
EAST OAKLAND LEADERSHIP ACADEMY, INC.
(A California Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. **NAME.** The name of this corporation is : EAST OAKLAND LEADERSHIP ACADEMY, INC.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of this corporation will be in Alameda County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote the East Oakland Leadership Academy (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by:
(a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the

Board—

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. All directors shall be designated by the existing Board of Directors.

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Laura Armstrong	2003
Alan Foss	2003
Sylvia Thomas	2003
Johnnie Riley	2003
Donald Stoneham	2003

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of

this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. DIRECTORS TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The chairman of the Board of Directors or, if none, the President may appoint a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; (e) disenrollment from East Oakland Leadership Academy of student or students of a parent serving on the Board of Directors; and (f) termination of employment with the charter school.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the

affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
- (d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- (b) Fill vacancies on the Board of Directors or any committee of the board;
- (c) Fix compensation of the directors for serving on the Board of Directors or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the board's direction, may also have a chairman of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article IX, Section 4 of these bylaws.

X Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the chairman of the board.

Section 3. ELECTION OF OFFICERS. the officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the board, if any, and subject to the control of the board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members meetings and, in the absence of the chairman of the board, or if none, at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a Vice-President designated by the board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of an be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, chairman of the board, if any, and the board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction,

the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to Reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any proceeding, as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. Expenses, as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

— Section 15. — ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the second Thursday of each month at 6:00 p.m. unless the second Thursday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President, the Secretary, or any two Directors but may only be conducted if two-thirds of the board of directors vote that a situation warranting a special or emergency meeting exists.

Section 17. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to East Oakland Leadership Academy.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 18. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the California

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, board, and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by

the members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) * Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the East Oakland Leadership Academy, a California non-profit public benefit corporation; that these bylaws, consisting of fourteen (14) pages, are the bylaws of this corporation as adopted by the Board of Directors on Aug 14, 2001; and that these bylaws have not been amended or modified since that date.

Executed on Aug 16, 2001 at Oakland, California.

Helen Seaport

HELEN SEAPORT, Secretary

AUDIT

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

East Oakland Leadership Academy
East Oakland Leadership Academy High

Audited Financial Statements
for the Year Ended
June 30, 2012

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

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INDEPENDENT AUDITOR'S REPORT

Board of Directors
East Oakland Leadership Academy
Oakland, CA

We have audited the statement of financial position of East Oakland Leadership Academy (the Organization), a non-profit public benefit corporation, as of June 30, 2012, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

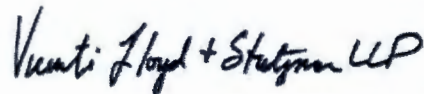
We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements described above present fairly, in all material respects, the financial position of the Organization as of June 30, 2012, and the changes in its net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated October 31, 2012 on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Board of Directors
East Oakland Leadership Academy

Our audit was performed for the purpose of forming an opinion on the financial statements taken as a whole. The accompanying supplementary schedules on pages 11-14 are presented for the purposes of additional analysis and are not a required part of the basic financial statements. The supplementary section is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements taken as a whole.



VICENTI, LLOYD & STUTZMAN LLP

October 31, 2012

East Oakland Leadership Academy
(A California Non-Profit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION

June 30, 2012

	EOL Academy	EOL High	Total
<u>ASSETS</u>			
CURRENT ASSETS:			
Cash and cash equivalents	\$ 118,811	\$ 158,965	\$ 277,776
Accounts receivable	327,827	100,296	428,123
Prepaid expenses	26,479	1,500	27,979
Intracompany receivable	56,725	15,140	71,865
Total current assets	529,842	275,901	805,743
PROPERTY, PLANT AND EQUIPMENT:			
Building and building improvements	846,801	548,730	1,395,531
Less: accumulated depreciation	(348,112)	(57,840)	(405,952)
Property, plant and equipment, net	498,689	490,890	989,579
Total assets	\$ 1,028,531	\$ 766,791	\$ 1,795,322
<u>LIABILITIES AND NET ASSETS</u>			
CURRENT LIABILITIES:			
Accounts payable	\$ 59,868	\$ 35,139	\$ 95,007
Deferred revenue	36,756		36,756
Intracompany payable	15,140	56,725	71,865
Mortgages payable		405,000	405,000
Loan payable	146,115	53,895	200,010
Total current liabilities	257,879	550,759	808,638
Total liabilities	257,879	550,759	808,638
NET ASSETS:			
Unrestricted	770,652	216,032	986,684
Total net assets	770,652	216,032	986,684
Total liabilities and net assets	\$ 1,028,531	\$ 766,791	\$ 1,795,322

The accompanying notes are an integral part of these financial statements.

East Oakland Leadership Academy
(A California Non-Profit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2012

	<u>EOL</u> <u>Academy</u>	<u>EOL</u> <u>High</u>	<u>Total</u>
REVENUES AND GRANTS:			
State apportionment revenue - general	\$ 407,529	\$ 252,728	\$ 660,257
State apportionment revenue - categorical	82,574	51,707	134,281
In-lieu property tax revenue	193,354	94,054	287,408
State lottery revenue	20,069	9,111	29,180
Other state revenue	364,548	44,972	409,520
Federal revenue	139,932	67,946	207,878
Contribution revenue	1,341		1,341
Other revenue	<u>7,210</u>	<u>2,354</u>	<u>9,564</u>
Total unrestricted revenues	<u>1,216,557</u>	<u>522,872</u>	<u>1,739,429</u>
EXPENSES:			
Program services	944,112	386,944	1,331,056
Support services	<u>361,180</u>	<u>150,964</u>	<u>512,144</u>
Total expenses	<u>1,305,292</u>	<u>537,908</u>	<u>1,843,200</u>
Change in unrestricted net assets	(88,735)	(15,036)	(103,771)
Net assets at beginning of year	<u>859,387</u>	<u>231,068</u>	<u>1,090,455</u>
Net assets at end of year	<u>\$ 770,652</u>	<u>\$ 216,032</u>	<u>\$ 986,684</u>

The accompanying notes are an integral part of these financial statements.

East Oakland Leadership Academy
(A California Non-Profit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2012

	<u>EOL Academy</u>	<u>EOL High</u>	<u>Total</u>
CASH FLOWS from OPERATING ACTIVITIES:			
Change in net assets	\$ (88,735)	\$ (15,036)	\$ (103,771)
Adjustments to reconcile change in net assets to net cash used by operating activities:			
Depreciation	55,033	37,567	92,600
Change in operating assets:			
Accounts receivable	(114,251)	(69,325)	(183,576)
Prepaid expenses	(1,479)	10,000	8,521
Intracompany receivable	(4,091)	(15,140)	(19,231)
Change in operating liabilities:			
Accounts payable	43,487	34,414	77,901
Intracompany payable	15,140	4,091	19,231
Deferred revenue	21,936	-	21,936
Net cash used by operating activities	<u>(72,960)</u>	<u>(13,429)</u>	<u>(86,389)</u>
CASH FLOWS from INVESTING ACTIVITIES:			
Purchases of property, plant and equipment	<u>(50,000)</u>	<u>(9,729)</u>	<u>(59,729)</u>
Net cash used by investing activities	<u>(50,000)</u>	<u>(9,729)</u>	<u>(59,729)</u>
CASH FLOWS from FINANCING ACTIVITIES:			
Proceeds from loans payable	<u>146,115</u>	<u>53,895</u>	<u>200,010</u>
Net cash provided by financing activities	<u>146,115</u>	<u>53,895</u>	<u>200,010</u>
Net increase in cash and cash equivalents	23,155	30,737	53,892
Cash and cash equivalents at the beginning of the year	<u>95,656</u>	<u>128,228</u>	<u>223,884</u>
Cash and cash equivalents at the end of the year	<u>\$ 118,811</u>	<u>\$ 158,965</u>	<u>\$ 277,776</u>
NON-CASH INVESTING AND FINANCING ACTIVITIES:			
Property, plant and equipment acquired subject to mortgages	<u>\$ -</u>	<u>\$ 405,000</u>	<u>\$ 405,000</u>
ADDITIONAL CASH FLOW DISCLOSURES:			
Interest paid	<u>\$ -</u>	<u>\$ 45,575</u>	<u>\$ 45,575</u>

The accompanying notes are an integral part of these financial statements.

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS

For the Year Ended June 30, 2012

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Nature of Activities – East Oakland Leadership Academy (the Organization) were organized as a non-profit corporation under the laws of the State of California for the purpose of operating public charter schools. The Organization is comprised of two charter schools: East Oakland Leadership Academy (EOLA) and East Oakland Leadership Academy High (EOLAH). The Organization's charters are funded principally through State of California public education monies received through the California Department of Education and the Oakland Unified School District (the District).

Net Asset Classes – The Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

Net assets of the Organization consist of the following:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the organization.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The Organization does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the Organization. The Organization does not currently have any permanently restricted net assets.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the Organization based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Cash and Cash Equivalents – The Organization defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure. Accordingly, actual results could differ from those estimates.

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2012

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting.

Functional Allocation of Expenses – The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supportive services benefited.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for specific use in future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets for expenditure. Contributions for which the restriction is met in the same period as the contribution is received are reported as increases in unrestricted net assets.

Income Taxes – The Organization is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has evaluated its tax positions and the certainty as to whether those positions will be sustained in the event of an audit by taxing authorities at the federal and state levels. The primary tax positions evaluated are related to the Organization's continued qualification as a tax-exempt organization and whether there are unrelated business income activities conducted that would be taxable. Management has determined that all income tax positions are more likely than not (>50%) of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Organization files informational returns in the U.S. federal jurisdiction and the State of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of building improvements and equipment is provided on a straight-line basis over the estimated useful lives of the asset. The Organization capitalizes all expenditures for land, buildings and equipment in excess of \$5,000.

Evaluation of Subsequent Events – The Organization has evaluated subsequent events through October 31, 2012, the date these financial statements were available to be issued.

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2012

NOTE 2 – CONCENTRATION OF CREDIT RISK:

The Organization maintains its non-interest cash in bank deposit accounts with one financial institution. These accounts are insured by the Federal Deposit Insurance Corporation (FDIC) under the Dodd-Frank Deposit Insurance Provision.

NOTE 3 – ACCOUNTS RECEIVABLE:

Accounts receivable primarily consists of funds due from state and federal governments. All amounts are considered collectible; therefore no provisions for uncollectible accounts were recorded.

NOTE 4 – RELATED PARTIES AND INTRACOMPANY TRANSACTIONS:

EOLA extended loans to EOLAH amounting to \$56,725 for various operating purposes. The loan bears no interest and due upon demand.

EOLAH extended loan to EOLA amounting to \$15,140 for various operating purposes. The loan bears no interest and due upon demand.

NOTE 5 – OPERATING LEASES:

The Organization has operating leases under non-cancelable operating leases expiring May 2017 through June 2019. Rent expense for the year ended June 30, 2012 under these leases was \$163,003 for EOLA and \$53,725 for EOLAH. The future minimum lease payments are as follows:

Year Ended June 30,	EOLA	EOLAH
2013	\$ 179,124	\$ 55,332
2014	180,996	57,000
2015	182,880	58,704
2016	184,764	60,468
2017	171,094	62,280
Thereafter	-	130,224
Total	<u>\$ 898,858</u>	<u>\$ 424,008</u>

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2012

NOTE 6 – LOANS PAYABLE:

CSFA Revenue Anticipation Draw Down Notes, Series 2012B

During the year each school obtained loans to address cash flow needs. EOLA drew down the entire loan of \$154,000 less fees of \$7,885. EOLAH, drew down \$62,000 of the \$162,000 less fees of \$8,105. These amounts are due during the year ended June 30, 2013.

Mortgages Payable

During the year the Executive Director of EOLA and EOLAH transferred title of three properties to be developed by the Organization. This transfer effectively paid back a \$355,630 payable from the Executive Director to EOLA. This amount was recharacterized as property, plant and equipment for EOLA. There were also three mortgages attached to the properties totaling \$405,000 and these were transferred to EOLAH and capitalized as property, plant and equipment. These mortgages are interest only at 11.5% and are due during the year ended June 30, 2013.

NOTE 7 – CONTINGENCIES:

The Organization has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

SUPPLEMENTARY INFORMATION

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

HISTORY AND ORGANIZATION
June 30, 2012

East Oakland Leadership Academy (the Organization) is a California non-profit public benefit corporation. The Organization operates two charter schools: East Oakland Leadership Academy (EOLA) and East Oakland Leadership Academy High (EOLAH) approved by the Oakland Unified School District as follows:

East Oakland Leadership Academy (charter number 499) - established in 2003.

East Oakland Leadership Academy High (charter number 955) - established in 2008.

The Board of Directors and the Administrators for the fiscal year ended June 30, 2012 were as follows:

Board of Directors

<u>Member</u>	<u>Office</u>	<u>Term Expires</u>
Johnnie Riley	Chairperson	August 2013
Donald Stoneham	Finance	August 2013
Sylvia Thomas	Secretary	August 2013
Wannetta Hall	Parent Member	August 2013
John Williams	Member	August 2013
Nashon Purry	Parent Liason	August 2013

Administrator

Dr. Laura Armstrong Executive Director

East Oakland Leadership Academy
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF EXPENDITURES BY STATE CATEGORIES
For the Year Ended June 30, 2012

EOLA:	<u>Program Services</u>	<u>Support Services</u>	<u>Total</u>
Certificated salaries	\$ 376,405	\$ 120,173	\$ 496,578
Classified salaries	68,190	29,760	97,950
Employee benefits	62,700	21,144	83,844
Books and supplies	34,534	48,114	82,648
Services and other operating expense	347,250	141,989	489,239
Depreciation expense	55,033		55,033
Total	<u>\$ 944,112</u>	<u>\$ 361,180</u>	<u>\$ 1,305,292</u>
EOLAH:	<u>Program Services</u>	<u>Support Services</u>	<u>Total</u>
Certificated salaries	\$ 88,416	\$ 43,640	\$ 132,056
Classified salaries	73,802	16,000	89,802
Employee benefits	15,555		15,555
Books and supplies	8,884	2,511	11,395
Services and other operating expense	162,720	88,813	251,533
Depreciation expense	37,567		37,567
Total	<u>\$ 386,944</u>	<u>\$ 150,964</u>	<u>\$ 537,908</u>
Total:	<u>Program Services</u>	<u>Support Services</u>	<u>Total</u>
Certificated salaries	\$ 464,821	\$ 163,813	\$ 628,634
Classified salaries	141,992	45,760	187,752
Employee benefits	78,255	21,144	99,399
Books and supplies	43,418	50,625	94,043
Services and other operating expense	509,970	230,802	740,772
Depreciation expense	92,600		92,600
Total	<u>\$ 1,331,056</u>	<u>\$ 512,144</u>	<u>\$ 1,843,200</u>

See the notes to the supplementary information.

East Oakland Leadership Academy
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL MINUTES
For the Year Ended June 30, 2012

	2011-12 Minutes			Status
	Requirement	Reduced	Actual	
EOLA:				
Kindergarten	36,000	33,531	75,600	In compliance
Grade 1	50,400	46,944	75,600	In compliance
Grade 2	50,400	46,944	75,600	In compliance
Grade 3	50,400	46,944	75,600	In compliance
Grade 4	54,000	50,297	75,600	In compliance
Grade 5	54,000	50,297	75,600	In compliance
Grade 6	54,000	50,297	75,600	In compliance
Grade 7	54,000	50,297	75,600	In compliance
Grade 8	54,000	50,297	75,600	In compliance
 EOLAH:				
Grade 9	64,800	60,357	72,900	In compliance
Grade 10	64,800	60,357	72,900	In compliance
Grade 11	64,800	60,357	72,900	In compliance
Grade 12	64,800	60,357	72,900	In compliance

See the notes to the supplementary information.

East Oakland Leadership Academy
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
For the Year Ended June 30, 2012

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
EOLA:				
Kindergarten	7.81	7.81	7.73	7.73
Grades 1 through 3	29.64	29.64	28.88	28.88
Grades 4 through 6	42.80	42.80	41.36	41.36
Grades 7 through 8	35.84	35.84	35.37	35.37
Subtotal	116.09	116.09	113.34	113.34
EOLAH:				
Grades 9 through 12	56.47	56.47	56.61	56.61
Subtotal	56.47	56.47	56.61	56.61
ADA Totals	172.56	172.56	169.95	169.95

See the notes to the supplementary information.

East Oakland Leadership Academy
(A California Non-Profit Public Benefit Corporation)

RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2012

	<u>EOLA</u>	<u>EOLAH</u>	<u>Total</u>
June 30, 2012 Annual Financial Report Fund Balances (Net Assets)	\$ 725,448	\$ 253,597	\$ 979,045
Adjustments and Reclassifications:			
Increasing (Decreasing) the Fund Balance (Net Assets):			
Accounts receivable	(259,062)		(259,062)
Prepaid expenses	1,479		1,479
Property plant and equipment	304,264	367,435	671,699
Accounts payable	(1,477)		(1,477)
Mortgages payable		(405,000)	(405,000)
Net Adjustments and Reclassifications	<u>45,204</u>	<u>(37,565)</u>	<u>7,639</u>
June 30, 2012 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 770,652</u>	<u>\$ 216,032</u>	<u>\$ 986,684</u>

See the notes to the supplementary information.

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2012

NOTE 1 - PURPOSE OF SCHEDULES

A. Schedule of Expenditures by State Categories

This schedule presents expenses by object codes according to state categories for analysis purposes.

B. Schedule of Instructional Minutes

This schedule presents information on the amount of instructional time offered by each charter school and whether they complied with the provisions of Education Code Sections 46200 through 46206.

C. Schedule of Average Daily Attendance (ADA)

Average daily attendance is a measurement of the number of pupils attending classes at each charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

D. Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances (net assets) of each charter school, as reported on the Annual Financial Report forms to the audited financial statements.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
East Oakland Leadership Academy
Oakland, CA

We have audited the financial statements of East Oakland Leadership Academy (the Organization) as of and for the year ended June 30, 2012, and have issued our report thereon dated October 31, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the Organization is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the Organization's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected on a timely basis.

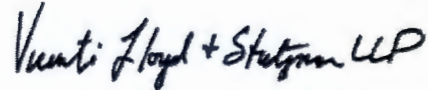
Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not necessarily designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board, management, the Oakland Unified School District, the Alameda County Office of Education, the California Department of Education, and the State Controller's Office, federal awarding agencies and pass through entities and is not intended to be and should not be used by anyone other than these specified parties.



VICENTI, LLOYD & STUTZMAN LLP

October 31, 2012



INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Directors
 East Oakland Leadership Academy
 Oakland, CA

We have audited the compliance of East Oakland Leadership Academy (the Organization) with the types of compliance requirements described in the *2011-12 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel for the year ended June 30, 2012. The Organization's state compliance requirements are identified in the table below. Compliance with the State laws and regulations as identified below is the responsibility of the Organization's management. Our responsibility is to express an opinion on the Organization's compliance based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2011-12 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Attendance accounting:		
Attendance reporting	6	Not applicable
Teacher certification and misassignments	3	Not applicable
Kindergarten continuance	3	Not applicable
Continuation education	10	Not applicable
Independent study	23	Not applicable

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Instructional time:		
School Districts	6	Not applicable
County Offices of Education	3	Not applicable
Class size reduction program (includes charter schools):		
General requirements	7	Yes
Option 1	3	Yes
Option 2	4	Not applicable
One school serving K-3	4	Not applicable
Instructional materials general requirements	8	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Classroom teacher salaries	1	Not applicable
Early retirement incentive	4	Not applicable
GANN limit calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Public hearing requirement – receipt of funds	1	Not applicable
Juvenile Court Schools	8	Not applicable
Exclusion of Pupils - Pertussis Immunization	2	Not applicable
After School Education and Safety Program:		
General requirements	4	Not applicable
After school	5	Not applicable
Before school	6	Not applicable
Charter Schools:		
Contemporaneous records of attendance	3	Yes
Mode of instruction	1	Yes
Nonclassroom based instructional/independent study	15	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	4	Yes

In our opinion, we found that, for the items tested, East Oakland Leadership Academy complied with the laws and regulations of the state programs referred to above in all material respects.

This report is intended solely for the information and use of the Board, management, the Oakland Unified School District, the Alameda County Office of Education, California Department of Education, and the State Controller's Office, federal awarding agencies and pass through entities and is not intended to be and should not be used by anyone other than these specified parties.

Vicenti Floyd + Stutzman LLP

VICENTI, LLOYD & STUTZMAN LLP

October 31, 2012

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF FINDINGS AND RESPONSES
For the Year Ended June 30, 2012

All audit findings must be identified as one or more of the following eleven categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Teacher Classroom Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings noted for the year ended June 30, 2012.

EAST OAKLAND LEADERSHIP ACADEMY
(A California Non-Profit Public Benefit Corporation)

STATUS OF PRIOR YEAR FINDINGS AND RESPONSES
June 30, 2012

There were no findings reported for the year ended June 30, 2011.

MULTIYEAR BUDGET

East Oakland Leadership Academy High School

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East Oakland Leadership Academy High School

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2011-12 Unaudited Actuals	Year I 2012-13 1st Interim	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
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EXECUTIVE SUMMARY

Key Budget and Financial Variables: Enrollment and ADA

School Enrollment	60	55	80	92
School ADA at P-2	69	52	76	87
Ratio of P-2 ADA to Enrollment	115.7%	95.1%	95.0%	95.0%
Total Revenues per pupil enrolled	\$ 8,580	\$ 8,740	\$ 7,727	\$ 7,426
Total Expenses per pupil enrolled	\$ 11,168	\$ 12,237	\$ 8,019	\$ 7,190

A. Revenues:

State Programs ^(a)	\$ 449,938	\$ 411,361	\$ 548,805	\$ 645,084
Federal Programs	64,821	67,800	67,800	36,550
Local Programs	29	1,530	1,530	1,570
Total Revenues	\$ 514,788	\$ 480,691	\$ 618,135	\$ 683,204

B. Expenditures:

Certificated Salaries	\$ 294,886	\$ 192,840	\$ 222,400	\$ 222,400
Classified Salaries	111,600	111,600	95,476	95,476
Employee Benefits	78,775	37,294	38,940	38,940
Subtotal Compensation Costs	485,262	341,734	356,816	356,816
Books & Supplies	15,300	42,520	24,711	28,680
Services & Operational Expenses	169,517	238,760	260,000	275,954
Capital Outlay	-	50,000	-	-
Total Expenditures	\$ 670,078	\$ 673,014	\$ 641,527	\$ 661,450
Net Operations: Sub Total	\$ (155,291)	\$ (192,323)	\$ (23,392)	\$ 21,754

C. Other Financings/Sources/Uses

Plus: Loans and Transfers In	\$ -	\$ -	\$ -	\$ -
Less: Transfers Out and Other Uses	-	-	-	-
Net: Total Other Financings	\$ -	\$ -	\$ -	\$ -
Total Net Change	\$ (155,291)	\$ (192,323)	\$ (23,392)	\$ 21,754
Beginning Balance	231,068	253,597	61,274	37,882
Ending Balance	\$ 75,777	\$ 61,274	\$ 37,882	\$ 59,636

(a) Includes payments made via District for in-lieu property tax funding

East Oakland Leadership Academy High School

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2011-12 Unaudited Actuals	Year I 2012-13 1st Interim	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
REVENUES				
State Programs				
Charter School General Purpose Block 8015: 8096	\$ 346,782	\$ 321,174	\$ 466,716	\$ 549,047
Charter School Categorical Block Grant 80: SIRev	22,464	20,920	30,400	35,747
California Lottery – Restricted Funds – I 8560R	2,082	1,569	2,280	2,622
California Lottery – Unrestricted Funds - 8560U	8,675	6,498	9,443	10,859
Economic Impact Aid 8311	29,243	19,825	29,250	34,196
Subtotal, Major State Programs	\$ 409,246	\$ 369,987	\$ 538,089	\$ 632,471
Note: The Charter School General Purpose Block Grant Allocation includes payments made via District/Sponsor for in-lieu property tax				
Other State Programs				
After School Education and Safety (ASES) Pro	13,000	15,000	-	-
Charter School Facility Grant Program	18,878	19,000	-	-
Mandate Block Grant	-	732	1,064	1,252
Supplemental Categorical Block Gran SIRevAO	8,814	6,642	9,652	11,362
Subtotal, Other State Programs	\$ 40,692	\$ 41,374	\$ 10,716	\$ 12,614
Total State Programs	\$ 449,938	\$ 411,361	\$ 548,805	\$ 645,084
Federal Programs				
NCLB: Title I, Part A, Basic Grants Low- 8290	\$ 24,543	\$ 22,000	\$ 22,000	\$ 22,000
NCLB: Title I, Part A, Basic Grants Low- 8290	494	500	500	500
NCLB: Title II, Part A, Improving Teache 8290	6,345	5,800	5,800	5,800
NCLB: Title III, Immigrant Education an 8290	2,189	2,000	2,000	2,000
Other Federal Programs				
Federal Charter School Facilities Ince 8290	31,250	37,500	37,500	6,250
Total Federal Programs	\$ 64,821	\$ 67,800	\$ 67,800	\$ 36,550
Local Programs				
Interest	\$ 29	\$ 30	\$ -	\$ -
Other Local Programs 8600-8799	-	1,500	1,530	1,570
Parent Fees	-	-	-	-
Total Local Programs	\$ 29	\$ 1,530	\$ 1,530	\$ 1,570
TOTAL REVENUES	\$ 514,788	\$ 480,691	\$ 618,135	\$ 683,204
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 294,886	\$ 192,840	\$ 222,400	\$ 222,400
Classified Salaries 2000-2999	111,600	111,600	95,476	95,476
Employee Benefits 3000-3999	78,775	37,294	38,940	38,940
Books & Supplies 4000-4999	15,300	42,520	24,711	28,680
Services & Operational Expenses 5000-5999	169,517	238,760	260,000	275,954
Capital Outlay 6000-6999	-	50,000	-	-
TOTAL EXPENDITURES	\$ 670,078	\$ 673,014	\$ 641,527	\$ 661,450

East Oakland Leadership Academy High School

Multi-Year Budget Summary

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2011-12 Unaudited Actuals	Year I 2012-13 1st Interim	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
BUDGET SURPLUS/(DEFICIT)				
	\$ (155,291)	\$ (192,323)	\$ (23,392)	\$ 21,754
INTERFUND TRANSFERS AND OTHER FINANCING SOURCES/USES				
Interfund Transfers		<i>No Interfund Transfers Currently in Use</i>		
Sources	8930-8979			
Citibank Working Capital Fund	62,000	-	-	-
Uses	7630-7699			
Citibank Working Capital Fund Payments	(62,000)	-	-	-
TOTAL OTHER FINANCING SOURCES/USES				
	\$ -	\$ -	\$ -	\$ -
NET INCREASE/(DECREASE) IN FUND BALANCE				
	\$ (155,291)	\$ (192,323)	\$ (23,392)	\$ 21,754
FUND BALANCE				
Beginning Fund Balance				
As of July 1, Unaudited	9791 204,540	75,777	61,274	37,882
Plus/(Minus) Audit Adjustments	9793 -	-	-	-
As of July 1, Audited	204,540	75,777	61,274	37,882
Other Restatements	9795 26,528	177,820	-	-
Net Beginning Balance	231,068	253,597	61,274	37,882
Ending Fund Balance, June 30				
	\$ 75,777	\$ 61,274	\$ 37,882	\$ 59,636
COMPONENTS FOR ENDING FUND BALANCE				
Miscellaneous Components		<i>No Miscellaneous Components Currently in Use</i>		
Designated Amounts				
Designated for Economic Uncertainty	9770 100,000	61,000	61,000	61,000
currently set at greater of \$ or 5% of Total Expenditures	n/a	5%	5%	5%
Reserve for Funding Uncertainty (Other)	9780 902	-	-	-
reserve calculated by following Trigger amounts per Board Policy	13	-	-	-
Unappropriated Amount	9790 (25,125)	274	(23,118)	(1,364)
TOTAL COMPONENTS FOR ENDING FUND BALANCE				
	\$ 75,777	\$ 61,274	\$ 37,882	\$ 59,636

East Oakland Leadership Academy High School

Expenditures Worksheet – Compensation

Ordinal Year Fiscal Year SACS Budget Type	Code	Year 0 2011-12 Unaudited Actuals	Year I 2012-13 1st Interim	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
Certificated Salaries	1000-1999				
Certificated Teacher Salaries	1100-1199				
Teachers – Regular Program	1100	234,046	132,000	179,600	179,600
Teacher Stipends – ASES	1150	15,840	15,840	-	-
Total Certificated Teacher Salaries	1000-1199	\$ 249,886	\$ 147,840	\$ 179,600	\$ 179,600
Other Certificated Employee Salaries					
Pupil Support Salaries	12xx	<i>No Pupil Support Salaries currently projected</i>			
Subtotal	12xx	\$ -	\$ -	\$ -	\$ -
School Administrator Salaries	13xx				
Executive Director	1331	42,000	42,000	42,800	42,800
Executive Director – ASES Stipend	1334	3,000	3,000	-	-
Subtotal	13xx	\$ 45,000	\$ 45,000	\$ 42,800	\$ 42,800
Other Certificated Salaries	19xx	<i>No Other Certificated Salaries currently projected</i>			
Subtotal	19xx	\$ -	\$ -	\$ -	\$ -
TOTAL CERTIFICATED SALARIES	1000-1999	\$ 294,886	\$ 192,840	\$ 222,400	\$ 222,400
Classified Salaries	2000-2999				
Non-Certificated Instructional Salaries	21xx				
PE Teacher	2121	30,000	30,000	30,600	30,600
PE Teacher – ASES Stipend	2124	4,800	4,800	-	-
Subtotal	21xx	\$ 34,800	\$ 34,800	\$ 30,600	\$ 30,600
Pupil Support Salaries	22xx				
Janitor	2261	3,600	3,600	3,676	3,676
Other (Identify)	2291	-	-	-	-
Subtotal	22xx	\$ 3,600	\$ 3,600	\$ 3,676	\$ 3,676
Administrator Salaries	23xx				
Site Coordinator	2351	36,000	36,000	36,700	36,700
Site Coordinator – ASES Stipend	2354	1,200	1,200	-	-
Subtotal	23xx	\$ 37,200	\$ 37,200	\$ 36,700	\$ 36,700
Clerical, Technical & Other Office Employees	24xx				
Office Manager	2481	24,000	24,000	24,500	24,500
Office Manager – ASES Stipend	2484	12,000	12,000	-	-
Subtotal	24xx	\$ 36,000	\$ 36,000	\$ 24,500	\$ 24,500
Other Classified Employee Salaries	29xx	<i>No Other Classified Employee Salaries currently projected</i>			
Subtotal	29xx	\$ -	\$ -	\$ -	\$ -
TOTAL ALL CLASSIFIED WAGES	2000-2999	\$ 111,600	\$ 111,600	\$ 95,476	\$ 95,476

East Oakland Leadership Academy High School

Expenditures Worksheet – Employee Benefits

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2011-12 Unaudited Actuals	Year I 2012-13 1st Interim	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget
State Teachers Retirement System (STRS)				
<i>No STRS costs currently projected</i>				
STRS Subtotal	\$ -	\$ -	\$ -	\$ -
Public Employees Retirement System (PERS)				
<i>No PERS costs currently projected</i>				
PERS Subtotal	\$ -	\$ -	\$ -	\$ -
Old Age, Survivors, Disability, and Health Insurance (OASDI)				
Medicare, certificated contributions 3301	4,276	2,796	3,225	3,225
Social Security, certificated contributions 3301	18,283	11,956	13,789	13,789
Medicare, noncertificated contributions 3302	1,618	1,618	1,384	1,384
Social Security, noncertificated contributions 3302	6,919	6,919	5,920	5,920
OASDI Subtotal	\$ 31,096	\$ 23,290	\$ 24,318	\$ 24,318
Health Benefit Costs (HDV)				
<i>No HDV costs currently projected</i>				
Combined HDV estimate, certificated contributions 3401	26,908	-	-	-
Combined HDV estimate, noncertificated contributions 3402	-	-	-	-
HDV Subtotal	\$ 26,908	\$ -	\$ -	\$ -
State Unemployment Insurance (SUI/SEF)				
Certificated contributions 3501	4,748	2,121	2,446	2,446
Noncertificated contributions 3502	1,797	1,228	1,050	1,050
SUI/SEF Subtotal	\$ 6,544	\$ 3,349	\$ 3,497	\$ 3,497
Worker's Compensation Insurance (WC)				
Certificated contributions 3601	10,321	6,749	7,784	7,784
Noncertificated contributions 3602	3,906	3,906	3,342	3,342
WC Subtotal	\$ 14,227	\$ 10,655	\$ 11,126	\$ 11,126
Other Benefits				
<i>No Other Benefits costs currently projected</i>				
Other Benefits Subtotal	\$ -	\$ -	\$ -	\$ -
Total Benefit Costs 3000-3999	\$ 78,775	\$ 37,294	\$ 38,940	\$ 38,940

East Oakland Leadership Academy High School

Expenditures Worksheet – Books and Supplies

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2011–12 Unaudited Actuals	Year I 2012–13 1st Interim	Year II 2013–14 Projected Budget	Year III 2014–15 Projected Budget
Approved Textbooks and Core Curricula Materials				
Replacement Textbooks (students)	-	25,000	-	-
Textbooks (students)	3,200	3,600	5,357	6,314
Subtotal, Approved Textbooks and Core Curricula 4100	\$ 3,200	\$ 28,600	\$ 5,357	\$ 6,314
Books and Other Reference Materials				
Library Books	-	-	-	-
Chapter Books	-	2,500	2,600	2,700
Subtotal, Books and Other Reference Materials 4200	\$ -	\$ 2,500	\$ 2,600	\$ 2,700
Materials and Supplies				
Instructional Supplies	3,500	3,292	4,898	5,774
Office Supplies	7,500	7,054	10,496	12,372
P.E. Uniforms	600	564	840	990
Student Incentives	500	510	520	530
Subtotal, Materials and Supplies 4300	\$ 12,100	\$ 11,420	\$ 16,754	\$ 19,666
Non Capitalized Equipment				
<i>No Non Capitalized Equipment costs currently projected</i>				
Subtotal, Non Capitalized Equipment 4400	\$ -	\$ -	\$ -	\$ -
Food for Student Nutrition				
<i>No Food for Student Nutrition costs currently projected</i>				
Subtotal, Food for Student Nutrition 4700	\$ -	\$ -	\$ -	\$ -
Total Books & Supplies 4000-4999	\$ 15,300	\$ 42,520	\$ 24,711	\$ 28,680

East Oakland Leadership Academy High School
Expenditures Worksheet – Services and Operational Expenses

Ordinal Year Fiscal Year SACS Budget Type	Code	Year 0 2011–12 Unaudited Actuals	Year I 2012–13 1st Interim	Year II 2013–14 Projected Budget	Year III 2014–15 Projected Budget	
Personal Services of Instructional Consultants, Lecturers & Others						
	ASES Instructional Consultant	5101	1,500	1,500	-	-
	Teachers on Reserve (Day-to-Day Substitutes)	5102	3,795	4,950	6,600	6,600
Subtotal of Personal Services of Instructional Consu		5100	\$ 5,295	\$ 6,450	\$ 6,600	\$ 6,600
Travel and Conference						
<i>No Travel and Conference costs currently projected</i>						
Subtotal of Travel and Conference		5200	\$ -	\$ -	\$ -	\$ -
Dues and Memberships						
	(WASC) Western Association of Schools & Colleges	5320	756	756	756	756
	Other (Identify)	53xx	-	-	-	-
Subtotal of Dues and Memberships		5300	\$ 756	\$ 756	\$ 756	\$ 756
Insurance						
	Property, Casualty & Liability Insurance	5410	-	5,000	5,160	5,280
	Other (Identify)	54xx	-	-	-	-
Subtotal of Insurance		5400	\$ -	\$ 5,000	\$ 5,160	\$ 5,280
Operation and Housekeeping Services						
	Security Alarm Monitoring Service	5530	2,400	2,520	2,520	2,640
Utilities						
	Electricity (PG&E)	5553	3,600	3,720	3,840	3,960
	Sewer (EBMUD)	55xx	13,200	13,560	13,920	14,280
	Water	5551	1,500	1,560	1,560	1,560
Subtotal of Utilities			18,300	18,840	19,320	19,800
Subtotal of Operation and Housekeeping Services		5500	\$ 20,700	\$ 21,360	\$ 21,840	\$ 22,440
Rentals, Leases, Repairs and Noncapitalized Improvements						
	Property (lease/rental)	5630	76,000	102,000	104,400	106,800
	Property (repairs)	5635	-	-	-	-
Subtotal of Rentals, Leases, Repairs and Noncapitali		5600	\$ 76,000	\$ 102,000	\$ 104,400	\$ 106,800

East Oakland Leadership Academy High School

Expenditures Worksheet – Services and Operational Expenses

Ordinal Year Fiscal Year SACS Budget Type Code	Year 0 2011-12 Unaudited Actuals	Year I 2012-13 1st Interim	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget	
Professional/Consulting Services and Operating Expenses					
Accounting & Payroll	5801	2,400	2,520	2,580	2,640
Audit Services	5803	5,000	5,100	5,200	5,300
Business Services (ongoing)	5804	-	42,000	43,200	44,400
Business Services (startup)	5804	6,500	3,500	-	-
District Financial Oversight Fee	5805	5,157	3,619	5,264	6,190
Legal Services	5808	5,000	5,160	4,800	4,920
Special Education Encroachment or Excess Cost	5809	40,309	38,775	57,680	67,988
Subtotal of Professional/Consulting Services and Op	5800	\$ 64,366	\$ 100,674	\$ 118,724	\$ 131,438
Communications					
Combined Estimate	59xx	2,400	2,520	2,520	2,640
Subtotal of Communications	5900	\$ 2,400	\$ 2,520	\$ 2,520	\$ 2,640
Total Services & Operational Expenses	5000-5999	\$ 169,517	\$ 238,760	\$ 260,000	\$ 275,954

East Oakland Leadership Academy High School

Expenditures Worksheet – Capital Costs

Budget Type	SACS Code	Ordinal Year	Year 0	Year I	Year II	Year III
		Fiscal Year	2011-12	2012-13	2013-14	2014-15
			Unaudited	1st	Projected	Projected
			Actuals	Interim	Budget	Budget
Sites and Site Improvement		<i>No Sites and Site Improvement costs currently projected</i>				
Site Acquisition	6100		-	-	-	-
Off-site Construction Costs	6100		-	-	-	-
Site Improvement	6170		-	-	-	-
Subtotal Sites and Site Improvement			\$ -	\$ -	\$ -	\$ -
Buildings and Building Improvement						
Building Construction	6200		-	-	-	-
Building Improvement	6200		-	50,000	-	-
Portable Classrooms	6200		-	-	-	-
Tenant Improvements	6200		-	-	-	-
Subtotal Buildings and Building Improvement			\$ -	\$ 50,000	\$ -	\$ -
New Library Books & Media		<i>No New Library Books & Media costs currently projected</i>				
Subtotal New Library Books & Media			\$ -	\$ -	\$ -	\$ -
Capital Equipment		<i>No Capital Equipment costs currently projected</i>				
Subtotal Capital Equipment			\$ -	\$ -	\$ -	\$ -
Capital Equipment Replacement		<i>No Capital Equipment Replacement costs currently projected</i>				
Subtotal Capital Equipment Replacement			\$ -	\$ -	\$ -	\$ -
Depreciation Expense	6900		-	-	-	-
Total Capital Costs			\$ -	\$ 50,000	\$ -	\$ -

East Oakland Leadership Academy High School

Key Variables Worksheet — State Funding Data

Ordinal Year Fiscal Year	Year 0 2011-12 Unaudited Actuals	Year I 2012-13 1st Interim	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget	Comments	
Budget Type	Use?					
Financial Projection Factors						
Statutory COLA		0.00%	0.00%	0.00%	2.30%	(used to project annual revenue increases)
	<i>current as of</i>	11/09/12	11/09/12	11/09/12	11/09/12	
California CPI		2.39%	2.60%	2.30%	2.50%	(used to project annual expense increases)
Charter School General Purpose Block Grant Allocations						
<i>Rates shown are actual/projected values AFTER application of any deficit factors</i>						
Grades 9-12	Y	\$ 6,141	\$ 6,141	\$ 6,141	\$ 6,282	Annual revenue per P-2 ADA
Charter School Categorical Block Grant Allocations						
<i>Rates shown are actual/projected values AFTER application of any deficit factors</i>						
Grades 9-12	Y	\$ 398	\$ 400	\$ 400	\$ 409	Annual revenue per P-2 ADA
In Lieu of Economic Impact Aid (revised per AB1881, 1802 and SB 1131 in 2006)						
<i>Annual revenue per prior-year eligible pupil count;</i>						
Per Eligible Student (ED + EL + bonus factor)	Y	\$ 326	\$ 325	\$ 325	\$ 332	Startup charters will receive Y1 funds based on current year co
(a) minimum grant amount, 1-9 students	Y	\$ 5,544	\$ 5,749	\$ 5,749	\$ 5,881	For schools with fewer than 10 qualifying pupils
(b) minimum grant, 10 or more students	Y	\$ 8,367	\$ 8,676	\$ 8,676	\$ 8,876	For schools with 10 or more qualifying pupils
California Lottery						
<i>Note: Lottery Funding is not tied to the Statutory COLA, depending instead on actual lottery sales.</i>						
Restricted Funds – Prop 20: Instructional Ma	Y	\$ 30.00	\$ 30.00	\$ 30.00	\$ 30.00	Annual revenue per prior year actual ADA
Unrestricted Funds – Non-Prop 20	Y	\$ 125.00	\$ 124.25	\$ 124.25	\$ 124.25	Annual revenue per prior year actual ADA
Other State Programs						
Mandate Block Grant		\$ -	\$ 14.00	\$ 14.00	\$ 14.32	New program as of 2012-13
Supplemental Categorical Block Grant Fundin	Y	\$ 127	\$ 127	\$ 127	\$ 130	Annual rate per P-2 ADA. Funding assumed to expire in 2014-1

Source: Global COLA Tables 2012.xlsx: GV_State

11/09/2012; Post Election Update Report

East Oakland Leadership Academy High Sch

Key Variables Worksheet — School Staffing Data

Ordinal Year Fiscal Year	Year 0 2011–12	Year I 2012–13	Year II 2013–14	Year III 2014–15
Budget Type	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget
Certificated Staffing (Staffing Ratios and FTE counts)				
Teacher:Pupil Staffing Ratios				
Teachers – Regular Program				
Grades 9–12	1/28	1/28	1/28	1/28
Teacher Staffing Projections (FTE counts)				
Teachers – Regular Program				
9th Grade	0.70	1.00	1.00	1.00
10th Grade	0.60	1.00	1.00	1.00
11th Grade	0.40	0.50	1.00	1.00
12th Grade	0.60	0.50	1.00	1.00
Subtotal, Regular Programs	2.30	3.00	4.00	4.00
Other Certificated Employee Staffing (FTEs)				
School Administrator Staffing				
Executive Director	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-
Total Certificated Staff	3.30	4.00	5.00	5.00
Classified Employee Staffing (FTEs)				
Non-Certificated Instructional Staffing				
PE Teacher	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-
Pupil Support Staffing				
Janitor	0.11	0.11	0.11	0.11
Other (Identify)	-	-	-	-
Administrator Staffing				
Site Coordinator	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-
Clerical, Technical & Other Office Employee Staffing				
Office Manager	1.00	1.00	1.00	1.00
Other (Identify)	-	-	-	-
Total Classified Staff	3.11	3.11	3.11	3.11
Total All Staff	6.41	7.11	8.11	8.11

East Oakland Leadership Academy High School

Key Variables Worksheet — Staff Compensation Data

Ordinal Year Fiscal Year	Year 0 2011-12	Year I 2012-13	Year II 2013-14	Year III 2014-15	Comments
Budget Type	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget	
SACS Code					
Salary and Wage COLA Table					
CA CPI (reference value)	2.4%	2.6%	2.3%	2.5%	all wage increases are per Salary COLA
School Seniority COLA	1.0%	1.0%	1.0%	1.0%	copied from KV_State
Subtotal	3.4%	3.6%	3.3%	3.5%	annual retention increase
Maximum COLA School will pay	0.0%	0.0%	2.0%	0.0%	sum of preceding components
					(limit for cost containment)
Total Annual Salary COLA	0.0%	0.0%	2.0%	0.0%	
Certificated Employee Salaries 1000-1999					
Teacher Salaries 11xx					
Average Teacher Cost – Regular	1110	\$ 37,000	\$ 44,000	\$ 44,900	\$ 44,900
Teacher Stipends	1150	\$ -	\$ -	\$ -	\$ -
Other Teacher Salaries 1110					
Teacher – Physical Education	1110	\$ -	\$ -	\$ -	\$ -
Teacher – Spanish	1110	\$ -	\$ -	\$ -	\$ -
Teacher – Special Education	1110	\$ -	\$ -	\$ -	\$ -
Pupil Support Salaries 12xx					
Counselor	1211	\$ -	\$ -	\$ -	\$ -
Librarian	1221	\$ -	\$ -	\$ -	\$ -
Nurse	1231	\$ -	\$ -	\$ -	\$ -
Psychologist	1241	\$ -	\$ -	\$ -	\$ -
Other (Identify)	1251	\$ -	\$ -	\$ -	\$ -
School Administrator Salaries 13xx					
Executive Director	1331	\$ 42,000	\$ 42,000	\$ 42,800	\$ 42,800
Other (Identify)	1361	\$ -	\$ -	\$ -	\$ -
Classified Employee Salaries 2000-2999					
Non-Certificated Instructional Sal 21xx					
PE Teacher	2121	\$ 30,000	\$ 30,000	\$ 30,600	\$ 30,600
Other (Identify)	2131	\$ -	\$ -	\$ -	\$ -
Pupil Support Salaries 22xx					
Janitor	2261	\$ 33,000	\$ 33,000	\$ 33,700	\$ 33,700
Other (Identify)	2291	\$ -	\$ -	\$ -	\$ -
Administrator Salaries 23xx					
Site Coordinator	2351	\$ 36,000	\$ 36,000	\$ 36,700	\$ 36,700
Other (Identify)	2351	\$ -	\$ -	\$ -	\$ -
Clerical, Technical & Other Office 24xx					
Office Manager	2481	\$ 24,000	\$ 24,000	\$ 24,500	\$ 24,500
Other (Identify)	2491	\$ -	\$ -	\$ -	\$ -

East Oakland Leadership Academy High School

Key Variables Worksheet — Employee Benefit Cost Rate Data

Ordinal Year Fiscal Year	Year 0 2011-12 Unaudited Actuals	Year I 2012-13 1st Interim	Year II 2013-14 Projected Budget	Year III 2014-15 Projected Budget	Comments	
Budget Type	Use?					
Retirement Plan Contribution Rates						
Social Security (OASDI)	Y	6.20%	6.20%	6.20%	6.20%	paid to all qualifying classified employees; contribution limited to first \$106,800 of wages for 2011
Other Mandatory Benefits						
Medicare	Y	1.45%	1.45%	1.45%	1.45%	No limit on contribution; both employee and employer must pay.
State Unemployment (SUI/SEF)	Y	1.61%	1.10%	1.10%	1.10%	This tax is calculated against ALL wages.
Worker's Compensation (WC)	Y	3.50%	3.50%	3.50%	3.50%	Rate varies on a school-by-school basis; awaiting CCSA quote
Health Benefits						
					EOLAH does not offer a Health Benefit plan to its employees	

East Oakland Leadership Academy High School

Key Variables Worksheet — Books & Supplies

Ordinal Year Fiscal Year	Year 0 2011-12	Year I 2012-13	Year II 2013-14	Year III 2014-15	Comments
SACS Budget Type Code	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget	
Approved Textbooks and Core Curricula Materials					
	\$ -	\$ 455	\$ -	\$ -	Annual amount per student; 10% replacement
Replacement Textbooks (students)					
	53.33	65.45	66.96	68.63	Annual amount per student
Textbooks (students)					
Books and Other Reference Materials 4200					
Library Books	\$ -	\$ -	\$ -	\$ -	Annual amount per new student
Chapter Books	-	2,500	2,600	2,700	Annual amount
Materials and Supplies 4300					
Instructional Supplies (students)	\$ 58.33	\$ 59.85	\$ 61.23	\$ 62.76	Annual amount per student
Office Supplies (students)	125.00	128.25	131.20	134.48	Annual amount per student
P.E. Uniforms	10.00	10.26	10.50	10.76	Annual amount per student
Student Incentives	500	510	520	530	Annual amount
Non Capitalized Equipment 4400					
Equipment	\$ -	\$ -	\$ -	\$ -	Annual amount
Other Replacement Allocation	-	-	-	-	
Food for Student Nutrition 4700					
After-School Program Snacks	\$ -	\$ -	\$ -	\$ -	Daily amount per student
Other (Identify)	-	-	-	-	

East Oakland Leadership Academy High School

Key Variables Worksheet — Operating Costs

Ordinal Year Fiscal Year	Year 0 2011-12	Year I 2012-13	Year II 2013-14	Year III 2014-15	Comments
SACS Budget Type Code	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget	
Personal Services of Instructional Consultants, Lecturers & Others					
ASES Instructional Consultant	\$ 1,500	\$ 1,500	\$ -	\$ -	Estimated annual cost
Teachers on Reserve (Day-to-Day Substi	3,795	4,950	6,600	6,600	Estimated annual cost
Travel and Conference					
Other: Combined Estimate	\$ -	\$ -	\$ -	\$ -	
Other (Identify)	-	-	-	-	
Dues and Memberships					
(WASC) Western Association of Schools	\$ 756	\$ 756	\$ 756	\$ 756	Estimated annual cost
Other (Identify)	-	-	-	-	Estimated annual cost
Insurance					
Property, Casualty & Liability Insurance	\$ -	\$ 417	\$ 430	\$ 440	Estimated monthly expense. Quote requested
Other (Identify)	-	-	-	-	Estimated annual cost
Operation and Housekeeping Services					
Security Alarm Monitoring Service	\$ 200	\$ 210	\$ 210	\$ 220	Estimated monthly expense (12 mos/yr)
Pest Control Service	-	-	-	-	Estimated monthly expense (12 mos/yr)
Utilities					
Electricity (PG&E)	\$ 300	\$ 310	\$ 320	\$ 330	Estimated monthly expense
Sewer (EBMUD)	1,100	1,130	1,160	1,190	Estimated monthly expense
Water	125	130	130	130	Estimated monthly expense

East Oakland Leadership Academy High School

Key Variables Worksheet — Operating Costs

Ordinal Year Fiscal Year	Year 0 2011-12	Year I 2012-13	Year II 2013-14	Year III 2014-15	Comments
SACS Budget Type Code	Unaudited Actuals	1st Interim	Projected Budget	Projected Budget	
Rentals, Leases, Repairs and Noncapitalized Improvements					
Property (lease/rental)	\$ 6,333	\$ 8,500	\$ 8,700	\$ 8,900	Estimated monthly expense
Property (repairs)	-	-	-	-	Estimated monthly expense
Professional/Consulting Services & Operating Expenses					
District Financial Oversight Fee Rate	1.0%	1.0%	1.0%	1.0%	Percentage of Combined State Grant funds (B)
Accounting & Payroll	\$ 200	\$ 210	\$ 215	\$ 220	Estimated monthly expense
Audit Services	5,000	5,100	5,200	5,300	Estimated annual cost
Business Services (ongoing)	-	3,500	3,600	3,700	Estimated monthly expense
Business Services (startup)	6,500	3,500	-	-	Estimated annual cost
Legal Services	417	430	400	410	Estimated monthly expense
Special Education Encroachment or Exce	672	705	721	739	Estimated additional annual expense per pupil
Communications					
Internet	\$ -	\$ -	\$ -	\$ -	Estimated monthly expense
Postage and Shipping	-	-	-	-	Estimated monthly expense
Telephone	-	-	-	-	Estimated monthly expense
Combined Estimate	200	210	210	220	Estimated monthly expense

East Oakland Leadership Academy High School

Key Variables Worksheet — Student Enrollment Data

Year Fiscal Year	Year 0 2011–12 Actual CBEDS	Year I 2012–13 Actual CBEDS	Year II 2013–14 Projected CBEDS	Year III 2014–15 Projected CBEDS
Summary of All Enrollment by Grade				
9th Grade	19	20	22	23
10th Grade	16	19	22	23
11th Grade	10	8	22	23
12th Grade	15	8	14	23
Total	60	55	80	92
Summary of All Enrollment by Grade Group				
Grades 9-12	60	55	80	92
Total	60	55	80	92

Key Variables Worksheet — ADA Data

Fiscal Year	2011–12 P-2 Actual	2012–13 P-2 Estimate	2013–14 P-2 Estimate	2014–15 P-2 Estimate
Total Combined ADA Ratio Grades 9-12	1.16	0.95	0.95	0.95
Total ADA Grades 9-12	69.40	52.30	76.00	87.40
Total ADA	69.40	52.30	76.00	87.40

Key Variables Worksheet — Student Demographics Data

Fiscal Year	2011–12 Actual Count	2012–13 Projected Count	2013–14 Projected Count	2014–15 Projected Count
Special Population Data Counts				
English Language Learner	-	-	-	-
Federal Poverty Eligible	55.0	50.0	73.0	84.0
EIA Disadvantaged Pupil Count	55.0	50.0	73.0	84.0
= sum of EL and FP counts (award is based on PY data except for Y1 for newly opened charters, which use current-year projections), as reported through R30-LC Language Census and Principal Apportionment Revenue software				
EIA Pupil Concentration Factor	13.0	11.0	17.0	19.0
concentration factor varies according to how much EIA Disadvantaged Pupil Count exceeds 50% of CBEDS enrollment				
Special Population Percentages				
English Language Learner	0%	0%	0%	0%
Free Meal Eligible	0%	0%	0%	0%

Note: English Language Learner Count is taken as of R-30 Spring Report, not October CBEDS
East Oakland Leadership Academy High School Budget.xlsx:KV_Pupils

STUDENT/FAMILY HANDBOOK

East Oakland Leadership Academy High

Student-Family Handbook



Dr. Laura Armstrong, Director
2607 Seminary Ave.
Oakland, CA 94605
Phone: (510) 878-2236
Fax: (510) 878-2366

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Welcome to E O L A H

It is my pleasure along with that of the faculty and staff, to welcome all parents and students to the East Oakland Leadership Academy High.

We hope that this will be a successful, satisfying year for you. This handbook contains important information regarding school policies and procedures. I suggest that parents and students review the contents together. If you have questions that remain unanswered after reading the handbook please call the school at (510) 878-2236. We feel that open and clear communication between the school and home is important to the success of our educational program.

We welcome your participation and support during the school year and invite you to become a member of the Parent Action Committee or other school committees. Working together, we will reach our collective and individual goals for this year and the future.

We look forward to celebrating your child's achievement. Thank you for allowing us to be your partner in the education of our children.

Sincerely,

Dr. Laura Armstrong, Director

MISSION STATEMENT

East Oakland Leadership Academy High School's (EOLAH's) goal is to provide strong academic skills in Language Arts & Literature and Mathematics to minority and socio-economically disadvantaged students. EOLAH will serve 100 inner city students in the ninth to twelfth grades. We believe that attendance is a critical factor of academic success. EOLAH will focus on achieving an attendance rate of at least 95%. The curriculum is designed to enhance the academic skills of the minority and socio-economically disadvantaged students we serve by utilizing small, structured classrooms that will provide the discipline and individualized attention necessary for success. EOLAH will provide the discipline and individualized attention necessary for success. EOLAH will also provide instruction to develop student's academic skills in writing, science, social science, business and the humanities to make them productive members in a capitalist society. Achieving these goals will be a collaborative effort between school, family, and community members.

ADVISORY COMMITTEE

East Oakland Leadership Academy High is a community based High School. Our founding members demonstrate commitment to the community and support the vision of Educating Children Today to become Leaders of Tomorrow. The founding group will serve as an advisory council and will not be the EOLAH Board. These individuals represent education, business and community.

Cynthia Chess
Vickey Dickey
John Williams
Laura Armstrong

BOARD OF TRUSTEES

Legal responsibility for the operation of the EOLAH is vested in the Board of Trustees. Broad questions of policy, appraisal of results, and fundraising will be the primary concerns of the Board of Trustees.

Johnnie Riley
Donald Stoneham
Sylvia Thomas
Ernest Frohm
Nashon Williams
Wannetta Hall
Laura Armstrong

SCHOOL HOURS

School office hours are 8:00 a.m. to 4:00 p.m. The teaching staff can be reached before 8:00 and after 4:00, or at an arranged time at (510) 878-2236.

Advisory	7:45 - 8:10
Instruction	8:10 - 3:00
Lunch*	12:30 - 1:00 PM
*Dismissal	3:00 PM – 5:00 PM
---Minimum Day Dismissal (Friday) ---	12:40 Noon
Tutoring	3:00 - 4:00 PM
Detention	Monday - Wednesday 3:00 – 4:00 PM

*Dismissal times vary by day of week and grade.

WHOM TO CALL FOR QUESTIONS

(510) 878-2236 – High School Office
(510) 562-5238 – Main Office

Questions / Concerns Related to:

Whom to Contact

East Oakland Leadership Academy High

Dr. Laura Armstrong, Director
Stefanie Wright, Site Coordinator
Teachers
Staff

Curriculum or Classroom

Stefanie Wright
Site Coordinator

Community Relations, Volunteers, Fieldtrips

Sylvia Thomas, EOLA Board
PAC President

Fiscal Oversight, Fundraising and Donations

Donald Stoneham, EOLA Board

Interpersonal Relationships

Pastor Johnnie Riley, EOLA Board

Special Education

Lehi Dickey

EOLAH STUDENT-PARENT-SCHOOL CONTRACT

STUDENTS ARE EXPECTED TO:

- Demonstrate their best efforts on all assignments whether in the classroom or as homework.
- Be an active participant in class.
- Arrive to class on time and ready to learn.
- Be prepared with appropriate homework assignments for review.
- Seek assistance for skills or concepts not fully understood.
- Maintain appropriate behavior.

PARENTS ARE EXPECTED TO;

Be supportive of the school, which includes attendance at Parent-Teacher conferences, Parent meetings, and EOLA functions.

Support all EOLA policies including attendance and homework policies.

Assist children in meeting graduation requirements listed below:

Graduation Requirements

EOLAHS students must complete 230 units of coursework for graduation. This list of graduation requirements should not be confused with course offerings. EOLAH offers more courses than those required for graduation.

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

STAFF IS EXPECTED TO:

Provide an orderly and supportive environment for the acquisition of basic skills in all subject areas.

Conference with parents regarding student progress and support strategies.

Assist parents by providing information and materials regarding student goals and basic skills acquisition.

ADMISSIONS

Admissions:

The East Oakland Leadership Academy High welcomes all children and parents who want to work together successfully. The Charter School does not discriminate because of race, color, nationality, or ethnic origin in the administration of its educational policies, admissions policies, tuition assistance programs, or any other school-administered programs.

Application Procedure:

The application procedure is as follows:

1. Complete the school's "Enrollment Packet and School Contract"
2. Submit a copy of the child's birth certificate and up-to-date immunization records, including proof of up-to-date tuberculosis (TB) test results
3. Show proof of residency
4. Provide a copy of the previous school's records / transcripts (transfer students)
5. Current report card / transcripts
6. Current state/district test scores

ARRIVAL AND DISMISSAL INFORMATION

Parking

No Parking is permitted in front of the school at any time. This is due to the bus departure, school delivery trucks, and/or emergency vehicles, and safety of children.

Car Riders

DROP OFF - Students may be dropped off on Walnut or in front of the K-8 on Seminary. Cars should form a single where they will stop for the students to exit the car.

PICK UP – Students may be picked up on Walnut or in front of the K-8 on Seminary.

Walkers

Students must always use sidewalks and obey safety rules. Students must promptly leave school grounds at the end of the day. No loitering is permitted and no student should return to school grounds after hours without adult supervision.

Early Check Out

If it is necessary for a student to leave school early, please send a note or call the office. A parent/legal guardian must sign out any student leaving before the regular dismissal time through the office. A parent designee with prior verification may check out students.

Irregular Departure

If a student has a need to leave the school in a manner different from his/her normal routine, the student must bring a letter of permission from the parent to the front office. This letter should be sent before the date of need or immediately upon arrival to school the day of the change.

Emergencies and School Closings

If a decision is made to close school due to inclement weather or an emergency, local television and radio station will broadcast this information. In case of a gas leak, explosion, or bomb threat which necessitates removing students from the school, the students will be evacuated to an alternate site. Students will walk with their teachers to the parking lot across the street.

Parents are asked to complete an emergency dismissal form. This will allow our staff to dismiss students in accordance with parents' instruction.

ATTENDANCE

Regular attendance at school is essential for the academic and social development of each child. It is the parents' responsibility to ensure that each child is in daily attendance and arrives at school on time. A note from home must follow every absence stating the reason for the absence. The note must be given to the classroom teacher or taken to the front office. A note which simply states, "Please excuse my child for being absent yesterday" is not acceptable. According to State regulations, we must know the reason for the absence. The following are excusable absences:

- A. **Personal illness (please be specific)**
- B. **A death or serious illness in the family (one day in CA, three days out of state)**
- C. **Doctor or dentist appointment**

If any other reason is given for an absence, it is considered unexcused. Please keep unexcused absences to a minimum. If a child has 5 consecutive unexcused absences, a letter of truancy will be sent to the parents. This letter explains truancy procedures. **Students must make up all absences on designated make-up days. (This may include Saturday)**

Tardiness

Promptness to class is very important. Students must be seated at 8:10. Any student that arrives after 8:10A.M. will be considered tardy. **(3 tardies =1 absence)**

Illness

If a student becomes too ill to remain in class, a staff member will contact the parents by telephone. Parents **must** provide a contact telephone number on the application form.

If your child is ill, please **DO NOT SEND HIM/HER TO SCHOOL**. A student who contracts a contagious disease or condition such as pink eye, chicken pox, ringworm, impetigo, or head lice will be sent home from school and must remain at home until the child is healthy and no longer contagious. A doctor's note is required for the student to return to school.

Make-up Work

Students are responsible for all make up work from any absence. Materials may be sent home with another at the parent's request or someone may call and request homework for pick up. This gives the teacher adequate time during the school day to organize needed materials. For extended excused absences, your child's assignments may be collected before, during, or after the absence. Completion time allowed for work missed during an absence is determined by the teacher.

LUNCH

Lunch

East Oakland Leadership Academy High has a CLOSED CAMPUS for lunch. Students are not permitted to leave the campus premises to get lunch. However, parents are allowed to drop lunch off for students at the front desk in the High School. Students may also bring lunch to school each day. Sodas, Candy and Gum are not allowed. A microwave is available for student use, but not a refrigerator.

COMMUNICATION

Open communication between parents and the school is a priority for East Oakland Leadership Academy High. We encourage and expect parents to contact us regarding any questions or concerns you may have during the school year.

Conferences

Parent/teacher as well as parent/administrator conferences are an integral part of reporting pupil progress. As partners with parents, we consider it important to conference regularly in order for parents and teachers to share information. This enables the school to plan a more effective educational program. Parent/teacher conferences are scheduled for the first quarter of the school year, and additional conferences may be scheduled as necessary. Please be mindful that teachers are responsible for their students from 8:00 a.m. until 4:00 p.m. Therefore, teachers are not able to conference with parents during those times unless special arrangements are made. These conferences may be initiated by the parent, teacher or administrator, and held at a mutually agreeable time.

Friday Folders

During the course of the year, notices and other important documents will be sent home. Notices will include activities and events scheduled throughout the year.

Newsletters

The EOLA High News will be sent home in the Friday Folder.

Weekly Progress Reports

Progress reports are sent home every 3 weeks (Friday) to keep parents updated on their child's progress. Please read Friday Folder for specific dates.

DISCIPLINE

East Oakland Leadership Academy High believes in a school environment in which students are able to learn and teachers are able to teach. Learning takes place in an atmosphere of acceptance, high expectation, encouragement, and positive motivation. Discipline is defined as a process of helping students understand appropriate and inappropriate behavior and how to correct inappropriate behavior while leaving the student's dignity intact. Students are taught to take responsibility for their behavior and accept the consequences for inappropriate behavior. Student discipline is a joint responsibility of the home and school. Parental guidance as to appropriate behavior enables schools to maintain a wholesome environment for learning.

Minor Offenses

Teachers handle minor offenses in their classrooms.

Minor offenses include:

- Excessive talking
- Off-task behavior
- Sagging
- Drinking beverages other than water in school building
- Eating in school building without permission
- Disrespect to peers

Teacher intervention strategies include verbal reprimands, parent contacts, time out, action plans, and referrals to guidance counselor/office.

Major Offenses

Administrators deal with major offenses and chronic minor offenses.

Major offenses include:

- Leaving School Premises without permission = automatic 1 day suspension
- Fighting Theft Hate Language
- Profanity Defiance Disrupting school activities
- Out of Uniform Sexual Harassment Gang Attire
- Stealing / attempting to steal Disrespecting adults
- Drugs, weapons, knives and fire-arms Chronic Minor Offenses
- Violating Walking/Fieldtrip Policy
- Destroying school property and materials
- Gang Related Activity (calling out gang or turf, signs, initials, tags, hand gestures, logos, belts, rosaries, embroidery, any gang association including family)
- Causing, attempting to cause, or threatening to cause harm to another person.

Administrators' interventions include in-school suspension, suspension, parent conferences, and referrals to outside school authorities.

If a student violates any EOLAH policy (uniform, absence, tardiness, homework, safety of self and others, respect of property), they may be referred to the office at the discretion of the teacher or adult working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain in the office for a "time out" period, and an appropriate consequence will be given. Depending on the violation, a student's parent or guardian might be called to immediately pick up the child and the student will remain in the office until he/she is picked up. Violation of any school policy may lead to suspension or expulsion.

Detention

Detention slips must be signed and returned the following school day. Three (3) detentions for the same offense will result in a suspension. **Detentions may be served after school, or on Saturdays.**

Major Offenses / Suspensions

Depending on the violation and situation, suspensions may be done in-school or at home. If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who receives a suspension notice, will be required to return home for the remainder of the day on which the violation is made.

*For an in-school suspension, the student will report to school the next day, but the student will remain in the office for the day.

*For an at-home, the student is to not report to school the next day.

Expulsion

The following behaviors may result in an immediate expulsion:

- Causing serious injury to another person
- Possession, use, sale of, or furnishing of any firearm, knife, explosive, or other dangerous object.
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing, or selling drug paraphernalia
- Criminal behavior
- Two or more suspensions in one year
- Terrorist threats, hate violence, hate crimes, sexual assault, or battery.

Expulsion Hearing

A student will receive prior written notice of a disciplinary hearing that will specify the time and place of the expulsion hearing as well as the charges made against the student and evidence for these charges. The hearing panel will consist of the one of the school directors, the student's teacher and/or advisor, and the members of the Student Discipline Committee (made up of two board members). After hearing and weighing the evidence, the hearing panel will determine by majority decision whether the student will be expelled. A student awaiting an expulsion hearing will not be able to attend school.

Appeal of Expulsion

A student has the right to appeal the decision of the hearing panel to the Grievance Committee of the Board of Directors. Members of the Grievance Committee may not sit upon the Student Discipline Committee simultaneously. A student who has been expelled in an expulsion hearing shall have ten days from the date of expulsion to notify the Grievance Committee in writing of an appeal. The student will not be permitted to return to school while awaiting an appeal hearing. The Grievance Committee may meet within ten days of notification of an appeal. The judgment of the Grievance Committee is final and binding.

Grievance Procedures

Formal Grievance/Complaint Procedures

In the event of a dispute involving a family or student, and after a good faith effort with the person or people involved to thoroughly resolve the dispute, parents and/or students may submit their complaint following the procedures outlined below. The good faith effort will include problem identification, possible solutions, selection of resolution timelines for implementation, and follow-up. A written summary of the good faith effort will be included in the grievance. Failure to follow the procedures and timelines below constitutes a waiver of the parent or student's right to grieve.

Grievance Filing Process

1. The parent or student may submit his/her grievance in writing the chair of the Parent Action Committee within five days of a failed good faith effort to resolve the dispute.
2. Within ten working days of receipt of the written complaint, the Parent Action Committee shall schedule a hearing at a mutually convenient time and place of discussion of the written complaint with all parties involved, but in no event later than 20 days after receipt of the written complaint and after notification to the parent and/or student. Parent Action Committee members who are interested parties shall excuse from the grievance proceedings if such members have a conflict of interest in the subject of the proceedings.
3. A decision as established by a majority vote of the members if the Parent Action Committee hearing the grievance shall be rendered within five working days of the completion of the hearing. Any such proceedings shall be conducted in closed session, unless requested otherwise by the parent of the student. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within five working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings shall be completed as soon as practical.
4. The decision of the Parent Action Committee shall be final unless appealed by the parent of student to the Board of Directors, which may review and modify the decision of the Parent Action Committee if it finds that the committee failed to properly follow the grievance process described above. A request for an appeal may be submitted to the President of the Board within five days of the decision of the Parent Action committee. After receiving an appeal request, the President shall schedule a meeting to consider such an appeal as soon as practical. Board members who are interested parties, as defined in the Bylaws, shall excuse themselves from the reviews of the Parent Action committee decisions to the extent permitted under law. Any such proceedings shall be conducted in closed session, unless requested otherwise by the parent and/or student.

DRESS CODE

Uniform Policy

As of January 1, 2010 the following uniform policy will be strictly enforced.
A black bottom and black, white or purple top uniform is **mandatory** at EOLAH.
Uniforms are required all days of the week

- Solid Black Bottoms – Pants or shorts (Dickies) and skirts **MUST BE CLOTH!!**
NO JEANS or DENIM ARE ALLOWED AT EOLAH!!
All clothing must fit appropriately (neither too small or too big)
All shorts and skirts must not be shorter than four inches above the knee.
Pants must be worn at the waist.
- Solid Black, White, or Purple tops (including undershirts) (no prints, logos, patterns allowed)
Boys **MUST** wear Polo Shirts Girls may wear Polo Shirts or Blouses
Only EOLAH T-shirts may be worn.
- NO hats will be allowed at EOLA High.
- In the winter months, only **SOLID PURPLE** or **EOLAH HOODIES** are allowed.

SPECIAL NOTE:

The Color **RED** is **NEVER** allowed at EOLAH. NO Red shoes, shoestrings, rings, earrings, hair adornments, necklaces, clothes, etc... This is for the safety of your child and the school.

PE Uniforms

The purchase of the PE uniform is included in the Material Fee.
PE uniforms **must** be worn during PE.

Options to ensure student is in uniform daily

1. Parents/Guardians can purchase an extra shirt to leave at school for their child. The student can change into their uniform daily.
2. EOLAH can purchase an extra shirt to leave at school and the student can work off the cost. The student can change into their uniform daily.

Non-Compliance with Uniform Policy

1. First out of uniform infraction – Call home
2. Second out of uniform infraction – Call home and detention
3. Third out of uniform infraction – Detention
4. Fourth out of uniform infraction – Detention and sent home upon parent contact
5. Fifth out of uniform infraction – Sent home upon parent contact and referral
6. Sixth out of uniform infraction – EOLAH will purchase uniform and charge parents

ELECTRONICS POLICY

In order to maintain a focused, professional learning environment, students are not permitted to have any of the following visible or in use at any time during the school day:

- Cell Phone
- Pager
- IPOD, Mp3 Player, or other musical device
- Video Game System
- Headphones
- Other electronic devices not directly connected to classroom instruction

All electronic devices **MUST** be turned off during the school day. If a parent needs to get a message to their child, **please call the High School Office @ (510) 878-2236.**

If a child needs to place an emergency call during the school day, the staff will facilitate the call.

Non-Compliance

1st Offense

The device will be taken and locked up until a parent/guardian can come get the device.

2nd Offense

The device will be kept until the end of the Trimester.

Note: Consequences will be worse if the student gives any resistance to the staff member when asked to give up the device or if the student is particularly disruptive with the device. This is an educational and safety issue. It is very important that students keep their attention on their schoolwork in the classroom. We want to maximize the success of your student. Thank you for your cooperation.

HEALTH INFORMATION

Health Information

Several staff members have been trained to provide limited nursing assistance to those children who require daily services.

Medication

When it is necessary for a child to receive medication at the school, the following procedure will be followed:

1. The parent and/or guardian must submit a completed Parent's Consent form.
2. The medication should be in the original container received from the pharmacy or physician with the appropriate instructions printed on the label.
3. Medication that does not require refrigeration will be stored in a locked container in the Office Manager's office. Medicine that requires refrigeration will be stored in the refrigerator in the staff lounge.
4. A written record of administration will be kept in the child's cumulative folder.

Immunizations

The California School Immunization Law requires that all children receive a series of immunizations before entry into school or childcare programs. The school is required to document proof of the required immunizations and to record this information on the form provided by the California Department of Health Services. We must also submit periodic reports to the Health Department.

Injuries

A member of the staff will complete an Injury Report Form when an injury occurs. Parents will be given a copy of the completed report. In cases that require more than minor first aid treatment, the principal will call the injured child's parents. If parents cannot be reached, the principal will call the authorized emergency number of parents. If parents or authorized person cannot be reached in emergencies where prompt attention is deemed necessary, the school will exercise its authority to provide all emergency dental or medical care. This consent is given in the *Consent for Medical Treatment form*, which gives East Oakland Leadership Academy High permission to provide all emergency dental or medical care prescribed by a duly licensed physician.

California Child Abuse/California Law

Section 11166 of the Penal Code states that any child care custodian, medical practitioner, or employee of a child protective agency who knows or reasonably suspects that a child has been the victim of child abuse is required to report the suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

The term "child care custodian" includes teachers, licensed day care workers, administrators of community care facilities licensed to care for children, foster parents, and group home personnel.

INSTRUCTIONAL PROGRAM

Continuous Progress

Continuous achievement is the organizational design for the delivery of curriculum. Continuous achievement means students are making measured progress, (i.e. 1 months growth on standardized tests for each 1 month of instruction) which is periodically monitored and tested. Continuous achievement allows each student to progress through school at his/her own individual rate. Instruction is presented in steps of sequential skills called levels. At any given grade, students may be learning content from several continuous achievement levels depending upon their individual instructional needs.

Organization

East Oakland Leadership Academy High Public Charter School is organized to include kindergarten through grade eight. In general, these are self-contained classrooms at all grade levels. However, the self-contained organization may be modified in order to group students for instruction and team teaching.

Standards

East Oakland Leadership Academy High Public Charter School complies with the standards of service established by Oakland Unified Board of Education to guarantee equal opportunities to all students according to their aptitude and/or special needs. The weekly framework of average instructional hours establishes flexible scheduling in which a balanced competency based program of studies can be provided.

Instructional Days and Minutes

Complies with ED Code Section 46201.2

Field Trips

Field trips are planned throughout the year to complement classroom curriculum. Permission forms must be signed by parents in order for students to participate.

Homework

Homework is an integral part of the educational system because it allows students to reinforce and build upon the skills learned in the classroom. Parents play an important role in ensuring that their children give their best effort in completing their homework. If you have any concerns about the amount or content of the homework, please contact the teacher. When students and parents take homework seriously, it can be an effective tool in practicing skills, learning facts, developing good work habits, and enriching the entire educational experience. Only when there is a full commitment to the partnership between home and school will our children reach their full academic potential.

PARENT INVOLVMENT

Saturday Workday

Saturday Workdays are scheduled Saturdays in which **parents volunteer** several hours at the school working on several projects. Projects include repairing classroom fixtures, cleaning, gardening, and making projects for the school.

School Visitations

Parents are encouraged to visit the school and actively participate in the education of their children. If parents wish to spend some time in the classroom, contact the teacher in advance. If parents wish to see the principal, call or come in and make an appointment.

PERSONAL BELONGINGS

Valuables at School

Items having a value for one individual usually have an attractive appeal for others. Therefore, all valuables stay at home. **The school is not responsible for items lost or stolen.**

Toys and Games

All toys and games must stay at home. Students bringing these items to school will have them taken and not returned until the end of the school year.

Clothing

Each year, hundreds of articles of clothing are left unclaimed at school. Many children cannot identify what they have lost. Please **label coats, jackets, mittens, caps, boots, etc.**

Lost and Found

All lost and found items are kept at the front desk in the office. Parents are encouraged at any time to look through the clothes or items to find any of their child's personal belongings. At the end of each quarter, clothing and other personal items will be on display in the cafeteria.

REPORT CARDS

Report cards are distributed every six weeks. Grades given reflect the child's performance against grade level requirements. If there are any questions about your child's report card, please contact his/her teacher immediately.

Parent/teacher conferences are scheduled during the course of the school year. Each conference is scheduled around the report card distribution. During the conference, the teacher will explain the child's level of achievement and goals for the next reporting period. The teacher will serve as the facilitator of an action plan that will support and encourage attainment of the goals.

The following scale reports **Grades:**

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

***East Oakland Leadership Academy High does NOT give credit hours nor points for a grade of a D or F, for any student including new students or transferring students. ***

SAFETY

All visitors to the school campus must stop by the office and sign in prior to going into the classroom.

One of the goals of our school is to ensure that the grounds are stress-free. We expect all persons coming on the school campus to respect this environment. Any incidents that endanger the students or violate school property will be dealt with to the full extent of the law. The Oakland Police Department will handle all criminal activities before, during, or after school hours.

SPECIAL SERVICES AND PROGRAMS

After School Programs

The after school program will include Tutoring, Life Skills and Study Skills. These classes are designed for students needing additional support.

Afterschool Computer Skills is a class afterschool for freshman students.

Summer School will be required for all EOLAH students who do not successfully pass a class with a C or better. Students may attend a program of choice and parents must provide verification upon request.

Guidance and Counseling

A part-time counselor will be available to provide individual or small group counseling to children or to conduct classroom guidance lessons on a regular schedule. The counselor works with school personnel to foster a positive learning environment for children. Counselors assist parents in understanding children and in developing positive attitudes, techniques, and strategies essential for constructive child rearing. They assist parents and children in obtaining special school and/or community services.

Special Education Resources

According to public law 94-124 your child may be eligible for special education for special education evaluation and/or services. Special Education referrals should be initiated through the Student Study Team so school-wide resources may be effectively used. At EOLAH, we have an inclusive model for our children with special needs. We believe the regular classroom is often the best environment for our special needs children to learn. Students with identified physical, emotional, learning or developmental disabilities have a right to placement in the least restrictive environment and may receive special education services according to a written Individualized education Plan (IEP). When necessary to provide special services, we will work with the Oakland Unified School District to provide special education services to our students.

Student Study Team

SST is a joint effort of general education and special education. This team's process focuses on prevention and intervention for students who may have learning or adjustment problems. There is an ongoing involvement of the student's teachers, counselor, administrators, and any appropriate support staff deemed necessary. The process includes the following stages: identification of needs, screening, formulation of an educational plan, implementation, follow-up

and support, monitoring, and final recommendations. Parents are an integral part of the entire process.

Conflict Resolution

Expressing Concerns

If you have a concern regarding the performance of an employee at the school, please speak to that person directly to see if you can come to a mutually agreeable solution to the problem (*See Conflict Resolution Guidelines below*). If you cannot do that or do not feel that would help the situation, please speak with or write the person's supervisor. If the situation is not addressed in a manner you are satisfied with, you may file a formal grievance to the EOLAH Board of Directors.

Conflict Resolution

When a school community member (student, teacher, parent, volunteer, etc.) has a concern (*See Expressing Concerns*) the school encourages the use of the conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved. In some instances, it may be possible for the school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflict are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to a school director. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

Conflict Resolution Guidelines

After a conflict happens, use the following guidelines to resolve the conflict. Students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

Steps to Take Before Resolving the Conflict

Before resolving a conflict, we ask students or others involved to do the following steps:

Steps	Dialogue
1. Take time to self reflect.	<i>How do I feel right now? What do I need? What strategies will meet my need?</i>
2. Decide if you need a mediator. (A mediator can be a teacher, director, family member, or another student)	<i>"Would you be willing to allow my advisor/teacher to help us resolve this conflict?"</i>
3. Make a request to talk.	<i>Would you be willing to talk about what just happened?"</i> If this answer is no, find another time to resolve the conflict: <i>"Would you be willing to talk about what happened after school?"</i>
4. Use the Ground rules to Communicate.	<i>"I will listen attentively. I won't interrupt. I will give each person a chance to talk."</i>

Resolving the Conflict

Steps	Dialogue
1. Share feelings and needs using "I" statements.	<i>"I feel sad when I hear you say..." "I feel very frustrated when I see you... because I need..."</i>
2. Listen with Compassion and Empathy	<i>"So what you are saying is that you feel sad when..."</i>
3. Make a request.	<i>"Would you be willing to..."</i>

Example Conflict (Student-to-Student)

This conflict has arisen after Student B takes Student A's scissors without asking.

Before Resolving the Conflict

Steps	Student A	Student B
1. Take time to self reflect.	<i>"I feel really frustrated right now because I have a need to complete my work."</i>	
2. Decide if you need a mediator. (A mediator can be a teacher, director, family member, or another student.)	<i>"I feel like we can resolve this conflict on our own."</i>	
3. Make a request to talk.	<i>"I need to talk about what just happened. Would you be willing to talk with me?"</i>	
		<i>"Yeah... what's the problem?"</i>

Resolving the Conflict

Steps	Student A	Student B
1. Share feelings and needs using "I" Statements.	<i>"I feel frustrated when you take my scissors without asking. I have a need to complete my work and it is hard for me to do that if I can't find my materials."</i>	
		<i>"Well, I left my scissors at home and besides – I was just going to use them for a second."</i>
	<i>"I can see how it would frustrate you forgot your scissors at home. I feel frustrated too when I don't have my materials to use."</i>	
2. Listen with compassion and Empathy		<i>"So what you are saying is that you feel frustrated when someone takes your scissors without asking"</i>
3. Make a request	<i>"Yeah, would you be willing to ask me before you use my scissors? I don't mind sharing as long as I can get my work done too."</i>	
		<i>"yeah – no problem. Thanks for sharing."</i>

PERSONNEL HANDBOOK

East Oakland Leadership Academy High Staff Handbook

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ACKNOWLEDGMENT OF HANDBOOK AND AT WILL EMPLOYMENT

I understand and agree that I will read and comply with the Handbook.

I understand and agree to my at-will employment as described in the Handbook summarized as follows:

- This Handbook does not in any way reflect a contract of employment, either express or implied between you and the School. The School is an at-will employer.
- Just as I am free to terminate the employment relationship with the School at any time, the School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason. Nothing in this Handbook creates, or is intended to create, a promise or representation of continued employment or guaranteed terms and conditions of employment for any employee. Further, there is no agreement, express or implied, written or verbal, between the employee and the School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment.
- Other than **[the governing board]**, no other entity or person has the authority to modify this Handbook.

I understand that other than the **[Director]** or designee, no supervisor or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the **[Director]** or designee has the authority to make any such agreement and then only in writing signed by the **[Director]** or designee.

Employee's Signature: _____ Date: _____

PLEASE RETURN TO THE DIRECTOR

INTRODUCTION

This Handbook summarizes the **East Oakland Leadership Academy High Charter School's** (hereinafter referred to as "School" or "Charter School") policies, as well as your benefits and responsibilities. We urge you to read this Handbook as soon as you receive it and to speak with the **Director** regarding any questions you may have. The intent of this Handbook is to inform you of the policies regarding employment at the School. Once you have reviewed the handbook, please sign the employee acknowledgment form at the beginning of this Handbook, and provide it to the **Director**.

This Handbook supercedes any previously issued handbooks and or policy or benefit statements of memoranda that are inconsistent with the policies as described herein. Should you have any questions regarding any inconsistencies that may occur, please consult the **Director**.

I. **CONDITIONS OF EMPLOYMENT**

A. **At Will Employment**

This Handbook does not in any way reflect a contract of employment, either express or implied, between you and the School. The Charter School is an at-will employer. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, without cause, and with or without notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require School to have “cause” to terminate an employee or otherwise restrict the School’s right to terminate an employee at any time for any reason. Other than the **Governing Board** or designee, no School representative is authorized to modify this policy for any employee.

B. **Modifications**

The Charter School reserves the right to amend, modify, add to, or delete any portion(s) of this Handbook to reflect changes in employment policy, except the at-will employment relationship cannot be changed unless in a writing that expressly states that it is modifying the at-will employment relationship and is signed by **Director** and approved by the **Governing Board**.

C. **Equal Employment Opportunity Policy**

The Charter School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

D. Prohibition of Harassment

1. Policy

The Charter School is committed to providing a workplace free of sexual harassment, as well as harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School will not condone or tolerate sexual harassment of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of sexual harassment and take appropriate corrective action, if warranted.

The Charter School, as your employer, must take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates the School's policy and prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

2. Definition of Harassment

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile working environment or that unreasonably interferes with job performance. Harassment may also include unwelcome, offensive racial or ethnic slurs, jokes, or similar conduct.

3. Definition of Sexual Harassment

Federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constitute sexual harassment when: (1) Submission to such conduct is

made either explicitly or implicitly a term or condition of employment; or (2) Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; or (3) Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

California law defines sexual harassment as unwanted sexual advances or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior. The following is a non-exhaustive list:

- Sexual flirtations, touching, advances or propositions;
- Verbal abuse of a sexual nature;
- Graphic or suggestive comments about dress or body;
- Sexually degrading words;
- The display in the workplace of sexually suggestive or offensive objects or pictures.

4. Preventing Sexual and Other Unlawful Harassment

The Director has the responsibility to maintain a work place free from any form of sexual harassment. Consequently, should the director become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation, which is believed to be sexually harassing, has a responsibility to report the situation immediately to the director. A Sexual Harassment Complaint Form may be obtained from the director. The director will conduct an immediate investigation into the allegation(s) and determine whether the allegations have merit. A written report, including findings related to the allegations, will be completed. In all cases, when the

allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and such action may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's manager or human resource representative, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the governing board.

5. Investigations and No Retaliation Policy

All complaints of sexual harassment will be investigated promptly, objectively and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

II. EMPLOYMENT POLICIES AND PRACTICES

A. Certification and Licensure

The School's core academic teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

B. Clerical, Other Staff, Substitutes, and Consultants

The School's clerical and non-teaching staff, substitutes, and consultants will demonstrate the abilities necessary to effectively carry out their responsibilities as further specified in applicable job specifications.

C. Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by his or her supervisor. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with the School. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Your performance evaluations may review factors such as the quality and quantity of the work you perform, your knowledge of the job, your initiative, your work attitude, and your attitude toward others. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its contents.

Newly hired employees will have their performance goals reviewed by their supervisor/manager within the first 90 days of employment.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, your supervisor will review your job performance with you in order to establish goals for future performance and to discuss your current performance. The School's evaluation system will in no way alter the employment at-will relationship.

D. Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the office manager advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. No copies of documents in your file may be made with the exception of documents you have previously signed. You may add your comments to any disputed item in the file. The School will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to your supervisor. Only the director is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

E. Child Neglect and Abuse Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. The phone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

F. Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations, which they believe may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

G. Attendance and Tardiness

If you find it necessary to be absent or late, you are expected to telephone the director as soon as possible but no later than one-half hour after the start of the workday. If you are a teacher, you are also responsible to arrange for a qualified substitute to be approved by the Director. If you are absent from work longer than one day, you

are expected to keep the director sufficiently informed of your situation.

H. Drug Free Workplace

The School complies with all Federal and State regulations regarding drug use while on the job. This policy covers all employees who are violators of any one of the following prohibitions:

1. Use, possession, offer for sale, or being under the influence of illegal drugs during working hours, including lunch and break periods, or in the presence of pupils.
2. Use, possession, offer for sale, or being under the influence of illegal drugs on School property at any time.

For purposes of this policy, engaging in any of the activities above shall be considered as a violation of School policy.

I. Confidential Information

All information relating to students including, Schools, addresses, contact numbers, and progress information is confidential information, and may not be shared with unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

J. Use of E-Mail, Voicemail and Internet Access

The School will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file of E-mail or voicemail messages without the latter's express permission.
4. The School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. The School retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

K. Hours of Work, Overtime and Paydays

For non-exempt employees, work hours are from 8 a.m. to 4 p.m. Monday through Friday, with one hour unpaid for lunch. Non-exempt employees receive two ten-minute paid break periods for each full workday, one in mid morning and one in mid afternoon. The school reserves the right to modify an employees starting and quitting times and the number of hours worked.

All non-exempt employees who work more than eight hours in one workday or more than forty hours in one workweek will receive overtime pay computed as follows: 1) overtime at the rate of one and one-half times the employees regular rate of pay for all hours worked in excess of forty (40) in any one workweek, 2) overtime at the rate of one and one-half times the employees regular rate of pay for the first four (4) hours worked in excess of eight (8) hours in any one workday, and for the first eight (8) hours on the seventh day of work in any one workweek, 3) overtime at the rate of double the employee regular rate of pay for all hours worked in excess of twelve (12) in one workday, and for all hours worked in excess of eight (8) on the seventh day of work in one workweek.

Only those hours that are actually worked are counted to determine the employees overtime pay. Compensated holidays, for example, are not hours worked and are therefore not counted in making overtime calculations.

Unless otherwise provided, for purposes in calculating overtime, each workweek begins on Sunday and each workday begins at midnight.

No non-exempt employee may work overtime without the express prior approval of his or her supervisor.

Paydays are scheduled on the last day of each month. If you observe any error in your check, please report it immediately to your supervisor.

L. Smoking

All School buildings and facilities are non-smoking facilities.

M. Personal Business

The School's facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Long distance toll calls may not be made from the School's telephone system. If you need to make a personal call it should be made on a personal calling card or cell phone. Do not use School material, time or equipment for personal projects.

N. Health and Safety Policy

See Attachment I

O. TB Testing

No person shall be employed by the School unless the employee has submitted proof of an examination within the last four (4) years that the employee is free of active tuberculosis. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test which if positive shall be followed by an X-ray of the lungs. Thereafter all employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination each employee shall cause to be on file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination is a condition of initial employment and the expense incident thereto shall be born by the applicant.

The County Health Department will provide skin testing available to all employees at regular intervals at no cost to the employee. The availability of this testing shall be announced by the School.

P. Criminal Background Checks

It is the policy of the School to require fingerprinting and background checks for its employees consistent with legal requirements.

The School may, on a case-by-case basis, require an entity providing school site services to certify that the entity's employees comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider all relevant circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others. If the School makes this determination, the School shall take appropriate steps to protect the safety of any pupils that may come in contact with these employees. If a School requires an entity to comply with the fingerprinting requirements, the entity is required to comply with this section.

On a case-by-case basis, as to volunteers, the Director shall determine whether the volunteer will have more than limited contact with pupils or otherwise consider other factors requiring a criminal background check for such volunteers.

Q. Security Protocols

The School has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to security personnel or your supervisor. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your workstation that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify

your supervisor when keys are missing or if security access codes or passes have been breached.

R. Payroll Withholdings

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and, of course, the gross pay amount.
2. State Income Tax Withholding: The same factors, which apply to federal withholdings, apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the school.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from your paycheck is explained on your check voucher. If you do not understand the deductions, ask the Personnel Manager to explain them to you.

You may change the number of withholding allowances you wish to claim for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to your supervisor. Your office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Personnel Manager and to fill out a new W-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

S. Expense Reimbursements

The School will reimburse employees for any reasonably necessary school materials or for business travel expenses incurred while on assignments away from the normal work location. All material purchases must have the approval of the director and all business travel must have advance approval by the director for reimbursement purposes. Any such expenses must also be within the parameters of the School’s policy regarding such expenditures.

T. Academic Freedom

Teachers must be free to think and to express ideas, free to select and employ materials and methods of instruction within the School’s curriculum framework, free from undue pressures of authority, and free to act within his/her professional group. Such freedom should be used judiciously and prudently to the end that it is in concert with established community standards and promotes the free exercise of intelligence and student learning.

Academic freedom is not an absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our democratic traditions and methods.
- A concern for the welfare, growth, maturity and development of children.
- The use of accepted scholastic methods.
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

III. EMPLOYEE BENEFITS AND LEAVES

A. Medical Coverage

All full time employees are eligible for medical coverage. The School health plan does not cover the cost of medical coverage for dependents. You can receive summary descriptions of the School's benefit plans from the director.

B. Holidays

The following holidays are generally taken by public entities, including public schools:

- New Year's Day
- Martin Luther King, Jr., Birthday
- President's Day
- Memorial Day
- Cesar Chavez Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

C. Vacation

The School recognizes summer and holiday time as *vacation time*.

D. Sick Leave

Time off for medical and dental appointments will be considered. The School will not tolerate abuse or misuse of this privilege.

The School does not offer accrued sick leave.

If you are absent longer than 1 day due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School will be required before the School honors any sick pay requests.

E. Unpaid Leave of Absence

The School recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the director may grant employees unpaid leaves of absence.

The granting of an unpaid leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums.

No vacation time is accrued during any type of unpaid leave of absence.

F. Family Care and Medical Leave

The Charter School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to 12 workweeks of FMLA leave in any 12-month period for the birth/adoption of a child, the employee's own serious illness or to care for certain family members who have a serious illness. For

purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

1. Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for the last 12 months and must have worked at least 1,250 hours during the 12-month period immediately preceding commencement of the FMLA leave.

2. Events That May Entitle An Employee To FMLA Leave

The 12-week FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

- a. To care for the employee's newborn child or a child placed with the employee for adoption or foster care.
- b. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
- c. To care for a spouse, child, or parent with a serious health condition.
- d. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves: (1) inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care; or (2) continuing treatment by a health care provider.

3. Amount of FMLA Leave That May Be Taken

- a. FMLA leave can be taken in one or more periods, but may not exceed 12 workweeks total for any purpose in any 12-month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve of the employee's normally scheduled workweeks. For a full-time employee who works five eight-hour days per week, "twelve workweeks" means 60 working and/or paid eight-hour days.
- b. The "12 month period" in which 12 weeks of FMLA leave may be taken is the 12-month period immediately preceding the commencement of any FMLA Leave.

4. Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions, as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

5. Medical Certifications

- a. An employee requesting FMLA leave because of his or her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.
- b. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second

opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

- c. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

6. Procedures for Requesting and Scheduling FMLA Leave

- a. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Head of School. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
- b. Employees should provide not less than 30 days' notice or such shorter notice as is practicable, for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- c. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- e. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two weeks' duration on any two occasions.
- f. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on

planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

- g. In most cases, the School will respond to a FMLA leave request within two days of acquiring knowledge that the leave is being taken for an FMLA-qualifying reason and, in any event, within 10 days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

7. Return to Work

- a. Upon timely return at the expiration of the FMLA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- b. When a request for FMLA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave, subject to limitations under the law.
- c. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he or she is able to resume work.
- d. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If

accommodation cannot be made, the employee will be medically separated from the School.

8. At your option, you can use accrued vacation or other accrued time off as part of your disability leave before taking the remainder of your leave as an unpaid leave. We may require that you use up any available sick leave during your leave. You may also be eligible for state disability insurance for the unpaid portion of your leave.
9. Taking a pregnancy disability leave may impact certain of your benefits and your seniority date. If you want more information regarding this policy and your eligibility for leave, the impact of the leave on your seniority and benefits, and our policy on other disabilities, please contact the director.

G. Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle An Employee to Pregnancy Disability Leave**

The four-month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any

medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for parental care.

- Duration Of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Pregnancy disability leave does not count against the leave, which may be available as Family Care, and Medical Leave.

- Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.
3. Vacation pay and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

The provisions of School's various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, he or she will return with the same seniority he or she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

- Requesting And Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to her supervisor. An employee asking for a Request for Leave form will be referred to School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as short of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return To Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position (at the time reinstatement is requested). If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless there is no comparable position available, but filling that position with the returning employee would substantially undermine School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
 3. Before an employee will be permitted to return from a pregnancy disability leave of three days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.
- Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the school.

H. Workers' Compensation

All School personnel are covered by worker's compensation insurance. Employees are required to report any accidents and/or injuries occurring on the job to the director immediately so that the required reports can be completed.

The School, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and

- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to your supervisor;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to your supervisor; and
- Provide the School with a certification from your health care provider regarding the need for worker's compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. The School, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the employee's supervisor and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-

related injuries must be reported to the appropriate State Worker's Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

I. Military Leave of Absence

The School will grant employees a military leave of absence to the extent required by applicable federal and state law.

J. Jury and Witness Duty

The School will provide employees time off to serve as required by law, on a jury or grand jury if the employee provides reasonable advance notice. The school will also provide employees with time off to: 1) appear in court or other judicial proceeding as a witness to comply with a valid subpoena or other court order, or 2) obtain any relief including a temporary restraining order, to help ensure the health, safety, or welfare of a domestic violence victim or his or her child. Leaves under this section will be unpaid.

K. Voting Time Off

Employees who do not have sufficient time outside of their regular working hours to vote in a statewide election may request time off to vote. If possible, employees should make their request at least two days in advance of the election. Up to two hours of paid time off will be provided, at the beginning or the end of the employee's regular shift, whichever will allow the most free time for voting and the least time off work.

L. Bereavement Leave

Employees who have worked with the School for more than 12 months will be allowed up to 2 consecutive working days off to arrange and attend the funeral of an immediate family member. For purposes of this policy, an employee's immediate family member is defined to include a current spouse, father, mother, sister, brother, children, current parent-in-law, grandparents, and grandchildren.

If any employee requires more than three days off for bereavement leave, the employee may request additional unpaid leave.

IV. TERMINATION OF EMPLOYMENT

Should it become necessary for you to terminate your employment with the School, please notify the director regarding your intention as far in advance as possible. At least two weeks notice is expected whenever possible.

If you are participating in the medical and/or dental plan, you will be sent information on your rights under COBRA.

A. Misconduct Subject to Discipline or Dismissal

The following violations are considered misconduct and may result in disciplinary action up to and including termination of employment. Since it is impossible to enumerate every act or omission that would justify the imposition of disciplinary action, the list is not intended to be all-inclusive. Further, the specification of this list of conduct in no way alters the at-will employment relationship.

1. Unexcused absence and/or lack of punctuality.
2. Release of confidential information without authorization.
3. Possession of or reporting to work while under the influence of alcohol, narcotics, and/or other controlled substances.
4. Theft.
5. Willful destruction of property.
6. Conviction of a felony or conviction of a misdemeanor which makes the employee unfit for the position.
7. Falsification, fraud, or omission of pertinent information when applying for a position.
8. Any willful act that endangers the safety, health or well-being of another individual.
9. Any act of sufficient magnitude to cause disruption of work or gross discredit to the school.
10. Misuse of school property or funds.
11. Possession of firearms, or any other weapon, while acting within the course of school of your employment with the school.
12. Acts of discrimination or illegal harassment based on gender, ethnicity, or any other basis protected by state or federal law.

13. Failure to comply with the school's safety procedures.
14. Insubordination.
15. Failure to follow any known policy or procedure of the School, or gross negligence that results in a loss to the School.
16. Violations of federal, state, or local laws affecting the organization or your employment with the organization.
17. Unacceptable job performance.
18. Dishonesty
19. Failure to keep a required license, certification or permit current and in good standing.

B. Non-Disclosure of Personnel Information

Reasons for involuntary terminations are privileged information and are treated confidentially. Anyone disclosing such information inappropriately is subject to disciplinary action, up to and including termination of employment.

C. Resignation

Employees are free to resign without repercussion or retaliation. The School prefers at least two weeks days advance notice from a resigning employee. However, the School may ask an employee to leave immediately. Any unpaid compensation, excluding sick or personal leave benefits, shall be paid to the employee as soon as possible as required under the law.

D. Retirement

Retirement at age 65 is not compulsory.

E. Salary and Benefits In the Event of Termination

In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of actual service.

V. INTERNAL COMPLAINT REVIEW

Complaints regarding allegations of harassment or discrimination should be made pursuant to the specific policies addressing those issues. The purpose of this "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to their immediate supervisors or to other School supervisors of their choice to informally express their work-related concerns.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Personnel Manager as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the basis for the employee's complaint.

Investigation

An objective and timely investigation of all complaints, which cannot be resolved informally, will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

The School will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Personnel Manager shall report the finding(s) to the employee in writing.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for lodging the complaint. If an employee believes that he or she is being retaliated against for lodging a complaint, the employee should immediately notify the director..



05/07/2012

EAST OAKLAND LEADERSHIP ACADEMY
LAURA ARMSTRONG
2614 SEMINARY AVENUE
OAKLAND, CA 94605

RE: Fire Alarm System Testing
For: 2607 SEMINARY AVENUE

Dear Laura,

This is a notice of request for the Fire Alarm Annual Maintenance Inspection at the above location.

By law and fire code, fire alarm system is required to be tested yearly, and the city is now pushing that process. Since the fire alarm is a life safety system, it is important that it is working properly. As your fire alarm monitoring company, we are responsible to make sure your fire alarm system being tested. During the maintenance test, we test all devices connected to the fire alarm system and make sure all connections are good. If you don't have an existing maintenance contract with us, there will be a charge of \$250.00 to \$300.00 depend the size of the building for the inspection.

To avoid violation from the city, please contact me to schedule an appointment at (415) 282-4288 A.S.A.P. in order for us to do the test in time for you. Should you have any question, please feel free to call me. Thank you for your cooperation.

Sincerely,

Ellen Chin
Service Department

CERTIFICATE OF OCCUPANCY

FIRE INSPECTION

San Francisco Fire Protection

1355 Fairfax Avenue, Suite B, San Francisco, CA 94124
 Tel: (415) 282-4288 Fax: (415) 821-3431

Contractor's License No. 806216
 California License No. ACO 4658

SCHEDULE OF SERVICE AND PROTECTION

ANY AND ALL SERVICES PROVIDED BELOW ARE DEFINED IN AND SUBJECT TO THE TERMS AND CONDITIONS OF THE ATTACHED INSTALLATION AND SERVICE

DATED 10-May-12 BETWEEN SFFP AND East Oakland Leadership Academy
 FOR SERVICES AT 2614 Seminary Avenue, Oakland, CA 94605 CONTACT TELEPHONE NUMBER 415-562-5238

SCHEDULE OF SERVICE

CENTRAL STATION MONITORING DIGITAL CELLULAR RF OTHER _____

TYPE OF SYSTEM

FIRE ALARM BURGLAR ALARM ACCESS CONTROL CLOSED CIRCUIT TELEVISION HOLD UP DURESS
 U.L. SFFP OWNED CUSTOMER OWNED OTHER _____

OPENING AND CLOSING SUPERVISION

TYPE OF SUPERVISION

REPORTS

NON-SUPERVISED OPENINGS AND CLOSINGS WEEKLY
 TRACKING OF NON-SUPERVISED OPENINGS AND CLOSING MONTHLY
 SUPERVISED OPENINGS AND CLOSINGS NONE

INSPECTIONS - NOTE: INSURANCE UNDERWRITERS MAY REQUIRE INSPECTIONS

FIRE ALARM BURGLAR ALARM NONE
 QUARTERLY SEMI-ANNUALLY ANNUALLY OTHER _____

PROTECTION DEVICES: (LIST TYPE, AND QUANTITY FOR EACH DEVICE)

Fire Alarm System Monitoring

24-hr monitoring service with our U/L listed Central Station located in San Francisco
 Maintenance service for the fire alarm system
 Semi-annually testing for the Maintenance Testing
 Annually Testing for the whole fire alarm system

Schedule of Cost

24hrs UL Monitoring Service \$ 65.00 per month
 UL Maintenance Service \$ 35.00 per month

** Under Maintenance Contract, San Francisco Fire Protection, Inc should provide inspections/testing, and maintenance service for fire alarm system related devices, excluding damaged done by other contractors, tenants, owner, etc.

CUSTOMER SIGNATURE

X

DATE

5/10/12

SAN FRANCISCO FIRE PROTECTION, INC.

1355 FAIRFAX AVENUE SUITE B

SAN FRANCISCO, CA 94124

PHONE # 415-282-4288 FAX # 415-282-8070

ACO License # 4658 C10 License # 806216

Customer: _____ Address: 2607 Seminary Ave City: CARLTON

Contact Person: _____ Phone #: _____ Zip: _____

Service Tech/Inspector: HENRY PERIN Service: _____ Inspection: X Frequency (Quarterly / Semi-Annual / Annual)

Scheduled with/Requested by: _____ Service Date: 5/18/12 Time: 1.00

Control Panel Make & Model: SIK IEP-50 Communicator: _____

RJ #1 Phone Number: _____ RJ #2 Phone Number: _____ Acct. # 26075e

NATURE OF SERVICE CALL: ANNUAL UL TEST

SPECIAL INSTRUCTIONS: _____

RESOLUTION/REPAIRS OR SERVICE PERFORMED ON SYSTEM: TESTED COMPLETE SYSTEM
TESTED O.K.

For Service:		
Equipment Used	Qty.	Cost Each
ANNUAL TEST	1	

Labor Hours	Labor Rate	Total Labor Cost
Off Line With Operator # _____	Time _____	
Off Line Until _____	Time _____	
On Line With Operator # _____	Time _____	

For Fire Inspection:			
Device Tested	Qty.	Device Tested	Qty.
SMK	12		
PULL	2		
HEAT	2		

Location of Inspector's Test Valve: _____

Battery voltage: _____

SYSTEM FAILURES OR DEVIATIONS FROM NFPA STANDARDS? Y/N? N IF "YES", PLEASE EXPLAIN

Customers Signature Of Acceptance Of System Operation

Sign Name _____

Print Name Laura Armstrong

Amount \$ _____ Date: 5/18/12

Chargeable Warranty

The terms and conditions contained on the reverse side are incorporated herein and by reference made a part hereof.

Important: All fire alarms systems should be tested on a regular basis by a qualified trained personel.