



OAKLAND UNIFIED SCHOOL DISTRICT

Office of the State Administrator

1025 Second Avenue, Room 301

Oakland, CA 94606

Phone (510) 879-8200

Fax (510) 879-8800

TO: Vincent Matthews, State Administrator
& Members of the OUSD Board of Education

FROM: Kirsten Vital, Chief of Community Accountability
David Montes de Oca, Coordinator; Office of Charter Schools

DATE: February 19, 2008

RE: East Oakland Leadership Academy
Charter Renewal Request Application

ACTION REQUESTED:

Approve the East Oakland Leadership Academy petition for charter renewal **as revised**, because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals. The approved charter is amended from the filed petition to incorporate the included revisions, conditions and deadlines below.

SUMMARY:

For the purposes of renewal, East Oakland Leadership Academy has been evaluated based on the following three guiding questions; *Is the school an academic success? Is the school an effective, viable organization?* and *Has the school been faithful to the terms of its charter?*

School Description and Key Program Elements:

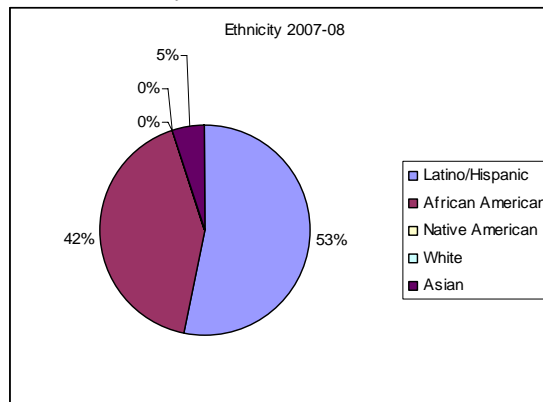
East Oakland Leadership Academy (EOLA) is a small locally-funded charter school, authorized by Oakland Unified School District on February 25, 2002. EOLA currently operates in District 6, with students living in the OUSD attendance boundaries of the borders of Whittier (Greenleaf) Elementary, Frick Middle School, and Havenscourt Middle School (Roots International Academy and Coliseum College Prep Academy). EOLA opened in fall 2003 and is currently in its fifth year of operation. EOLA currently serves 98 students in grades K-2, 5-8. The following table describes their enrollment growth and projections.

YEAR	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
GRADES	6	6-7	6-8	5-8	K-2, 5-8	K-8
ENROLL	35	46	70	68	98	160

* Enrollment based on District records, 2008-09 based on projection provided by school.

The school's enrollment demographics* for the 2007-2008 school year are as follows:

ETHNICITY 07-08	
African American	42%
Latino/Hispanic	53%
Native American	0%
White	0%
Asian/Other	5%
SOCIO-ECONOMICS 07-08	
Free/Reduced Lunch Eligibility	86%
SPECIAL NEEDS 07-08	
Students identified as ELL	58%
Students identified as SPED	1%



* Current year's demographic data provided by the school through the renewal application process.

The following is a summary of the Key Elements of the East Oakland Leadership Academy program as outlined in their current charter;

Mission and Educational Philosophy

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

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

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

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

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

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

- ❑ *A vision, mission, and operational business plan that focuses on student learning;*
- ❑ *Academically rigorous curricula that will create a body of knowledge and skills essential for economic, civic, technological, traditional, and personal advancement in the multicultural society of the 21st century;*

- ❑ *Effective and engaging instruction with a commitment to utilizing various teaching approaches to meet the needs of differing learning styles;*
- ❑ *An environment that will increase and encourage collaboration amongst teachers through shared decision making;*
- ❑ *Professional development that places skills in a context consistent with the overall school mission;*
- ❑ *Small school size, which contributes to a culture of trust and communications;*
- ❑ *Parent and community involvement in and support for school programs and change efforts;*
- ❑ *Regular measurement of progress toward achieving both student and staff performance;*
- ❑ *A community communication process detailing student and school performance;*
- ❑ *An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial;*
- ❑ *A cooperative environment in which students feel respected, valued, safe, and supported;*
- ❑ *Encouragement for families and the larger community to become educational partners in the charter school.*

Education Program Design

- **High Expectations:** All students are also expected to meet grade level standards, maintain 95% attendance, and adhere to high standards of student behavior.
- **Significant Support:** The small school environment along with, tutoring, summer school, small class sizes, and Saturday Academies will help promote academic success for EOLA students.
- **Student Leadership:** Students will be exposed to leadership training through school – community linkages.
- **Parent and Community Involvement:** Parents support their children and the school by encouraging studying and reading at home, supporting good behavior at school, and participating in school activities and committees. The school develops meaningful community partnerships to help sustain and deliver its educational mission. Community partners include Frohm’s Martial Arts, YMCA, Parks and Recreation Sailing Club and Momma Art. Our partners support our mission by providing opportunities to develop leadership and social skills. Parents and community members are invited to exhibitions of student participation in the various programs offered by our partners.
- **Focus on Results:** East Oakland Leadership Academy’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.

BACKGROUND:

Under the California Charter Schools Act, authorizers are required to return to the “standards and criteria” set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act, which delineates charter petition approval and denial criteria.

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

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

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

OUSD Charter Renewal Standards

Oakland Unified School District, in an effort to develop a **Balanced Performance-Based Accountability System**, has established the following standards and expectations for charter renewal based on the intent of California Charter School Act and the “standards and criteria” outlined above (Education Code Section 47605 d(1))

The legislature’s intent regarding accountability for charter schools is to:

- “*Improve Pupil Learning*” Education Code 47601(a)
- “*hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from a rule-based to performance-based accountability systems.*” Education Code 47601(f)

Pursuant to CA Education Code section 47605 we ask;

I. Is the school an academic success?

An evaluation of the soundness of the educational program, for the purposes of charter renewal, by reviewing performance outcomes and program implementation.

II. Is the school is an effective, viable organization?

An evaluation of the capacity of the petitioner to successfully implement the program, for the purposes of charter renewal, by reviewing the fiscal accountability and governance of the school.

III. Has the school been faithful to the terms of its charter?

An evaluation of the charter to assess the alignment to the program as approved.

An evaluation of the charter petition submitted for a future charter term is conducted to ensure that:

- A) The petition meets the standards and criteria set forth in Education Code Section 47605.
- B) The petition includes all new laws and regulations relevant to charter schools enacted since the charter was last approved.
- C) Any major amendments to the charter since the last charter term are reviewed, evaluated and incorporated into this staff report.

Prerequisite for Charter Renewal (AB 1137)

The CA Charter Schools Act establishes a prerequisite for charter renewal (AB 1137) that must be met in order for a charter renewal petition to be considered. Based on the required criteria set forth in the law, of which a petitioning charter school seeking renewal **MUST MEET AT LEAST ONE CRITERIA** in order to be considered for renewal, East Oakland Leadership Academy has **MET CRITERIA 2(b)** which states:

2. API Rank:	RANK	Met Criteria
b. Is the school ranked 4 or higher on API in two of last three year?	5, (2006) 4, (2005)	YES

Renewal Standard I: Is the school an Academic Success?

- **Outputs** are the Academic Achievement Levels reached by the school’s students.
- **Inputs** are the Educational Program offered by the school.

OUTPUTS: OUSD TIERED ACCOUNTABILITY

Based on the OUSD System of Tiered Accountability, East Oakland Leadership Academy would be a “**Green School**”. Because the school is very small and growing by one grade each year, two analyses were done to assess the school’s performance and added-value in this system. The first analysis (#1) looked at all of the standard measures within this system including *Matched Cohort* analysis for the previous year, 06-07. The second analysis (#2) looked at a *Matched Cohort* analysis for which there existed two years of data and compared that cohort’s growth from *first year at/or just prior to attending EOLA* with the subsequent year. This also allowed for a larger sample size. Each analysis resulted in a Final Tier of “**Green**”. In both cases the three year growth is reduced to two years due to the 6-8 grade span of the school and a lack of student records for years prior to attending the school.

#1	Starting Tier (Based on PI Status)	Achievement Gap Score	One Year Growth 05-06 to 06-07	Two Year Growth	FINAL TIER
EOLA	YELLOW PI: 0 2007 AYP: NO	GREEN Low Gap Both Years	RED ELA: 15% Math: 13% Sample: 31	GREEN ELA: 54% Math: 46% Sample: 26	GREEN
#2	Starting Tier (Based on PI Status)	Achievement Gap Score	One Year Growth 1st Year to Next	Two Year Growth	FINAL TIER
EOLA	YELLOW PI: 0 2007 AYP: NO	GREEN Low Gap Both Years	GREEN ELA: 46% Math: 52% Sample: 50	GREEN ELA: 54% Math: 46% Sample: 26	GREEN

OUTPUTS: MEASURABLE PUPIL OUTCOMES

The analysis of the attainment of the Measurable Pupil Outcomes set forth in the East Oakland Leadership Academy charter is as follows:

Measurable Pupil Outcomes set forth in the Charter	Target and Means of Assessment set forth in the charter	Outcome Performance of school
<p>1. <u>Core Academic Skills</u> - appropriate age or grade-level mastery of: History/social Studies, Math, Language Arts, Science, Dual Language, Creative Expression, Health and Physical Fitness, and Technology</p>	<p>TARGET: For non-SPED, non-limited English students, “mastery” will be defined as a stanine score on the Stanford 9 of 4 or above and grade of C or better on all year-end academic portfolios and exhibitions. * “Mastery” for SPED and LEP students will be defined appropriately according to students’ IEP and English proficiency levels.</p> <p>Generally and grade of C or better will constitute mastery.</p>	<p><u>SUBSTANTIAL PROGRESS TOWARDS MEETING:</u> <i>Analysis of this Outcome resulted in a review of all student grades indicating that 90% of grades earned in all core subjects by students attending EOLA from 2004-2007 achieved either a C- or higher if entering at grade level, or Satisfactory or higher if entering below grade level. Students receiving a D or below were required to attend summer school.</i></p> <p><i>* Students identified as below grade level based on assessments received modified grading to align with adjusted progress towards standards.</i></p>
<p>2. <u>Life-Long Learning Skills</u></p>	<p>TARGET: students will develop skills, which will enable them to continue their own path of learning throughout their adult lives: including study skills and habits, e.g. note-taking, library research, studying strategies.</p>	<p><u>SUBSTANTIAL PROGRESS TOWARDS MEETING:</u> <i>Evidence of life-long learning skills as outlined in the charter were demonstrated through Renewal Site Inspection, based on classroom observations, student, parent and staff interviews.</i></p>
<p>3. <u>Social/Interpersonal Skills</u></p>	<p>TARGET: students will demonstrate appropriate social behaviors in various settings.</p>	<p><u>MET:</u> <i>Evidence of Social/ Interpersonal Skill development by students was demonstrated via Renewal Site Inspection, through observations of core classrooms, PE class, Art class, morning circle, lunch, class transitions and through student, parent, and staff interviews.</i></p>
<p>4. EOLA students will show <u>successful completion or required portfolios and exhibitions.</u></p>	<p>TARGET: successful completion or required portfolios and exhibitions</p>	<p><u>SUBSTANTIAL PROGRESS TOWARDS MEETING/ MET:</u> <i>Information provided by the school indicates that 100% of students promoted in 7th and 8th grade have</i></p>

		<i>completed required research projects. Information provided by the school indicates that 100% of students in 2006-07 have completed at least one exhibition of learning during the prior to promotion.</i>		
5. EOLA students will show one grade or skills level's worth of progress each academic year, as evidenced by scores on the Stanford 9 and/or other standardized tests	TARGET: one grade or skills level's worth of progress each academic year,	<p><u>PROGRESS TOWARDS MEETING:</u> <i>CA STAR CST Testing data analyzed over four year period evidenced the following percentage of students improved one or more performance bands;</i></p> <table border="1"> <tr> <td>ELA: 54%</td> </tr> <tr> <td>Math: 46%</td> </tr> </table>	ELA: 54%	Math: 46%
ELA: 54%				
Math: 46%				

The Measurable Pupil Outcomes set forth in the East Oakland Leadership Academy original charter petition over-all do not include the use of terms and targets that are clearly measurable. In some cases the outcomes described in the petition are ambitious and tied to the educational program proposed, but do not include methods of measurement and targets that are clearly defined. Based on an analysis of relevant data acquired by District staff, as well as observations and interviews conducted during the Renewal Site Inspection, the school been evaluated to have either **met, or made substantial progress towards meeting its first four objectives.**

Student grades reviewed over the past four years indicates that student attainment of classroom learning objectives is high, and the vast majority of students are passing their core classes. The analysis of the Life-Learning Skills and Interpersonal Skills through the Renewal Site Inspection evidenced a strong school-going culture, and behavior that was disciplined, appropriate and indicative of those outlined in the charter. Students are required to participate in an exhibition of learning through poetry reading, art shows, plays, and other presentations, as well as complete research projects in order to be promoted. The fifth Measurable Pupil Outcome; *one grade level or skill level worth of progress*, is assessed here through the school's matched cohort data analysis. Progress towards this outcome has been measured based on performance band advancement by students over time through CA STAR CST test scores in English Language Arts and Mathematics.

The Measurable Pupil Outcomes set forth in the East Oakland Leadership Academy renewal petition for the next charter term replace the less specifically measurable outcomes above with the substantially more specific and explicitly measurable outcomes below, as required by rising standards in the District's charter petition review process. The Measurable Pupil Outcomes proposed [and amended] for the next charter term are;

Measurable Student Outcomes

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

To this end, EOLA students must: [See complete amended text in ATTACHMENT I.]

1. Meet/Exceed the requirements of NCLB Act

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

2. *A high rank on the California Academic Performance Similar Schools Index by third year using the Oakland Unified School District rankings as a norm.*
Benchmark: *API of 4 or better by third year* [and sustained or improved through the fifth year of the charter term]
3. *A high student attendance rate.*
Benchmark: [Achieve] *At least 90% attendance at the EOLA* [annually, as reported to the District and the state].
4. *EOLA students will meet at least one of their ILP goals.*
Benchmark: [A minimum of Ninety percent (90%) of EOLA students will meet at least one of their established ILP goals annually, as demonstrated through documentation maintained by the school of each student's established ILP goals each year that evidence student attainment each year of at least one established ILP goal.]
5. *Student test scores will increase from year to year.*
Benchmark: [A minimum of 50% of EOLA students taking the CA STAR CST English Language Arts test will increase their scale score by a minimum of 5% annually. A minimum of 50% of EOLA students taking the CA STAR CST Mathematics test will increase their scale score by a minimum of 5% annually.]

OUTPUTS: COMPARISON

For the purposes of comparing charter school performance to traditional school performance, the District analyzed:

- **CST scores over time** (English Language Arts / Mathematics)
- **API scores over time**
- **AYP results over time**
- **CELDT performance over time** (English Language Proficiency)

In comparing the school's performance to the performance of the schools the charter students would have otherwise attended, the following schools have been identified as comparison schools based on a majority of the student population currently attending East Oakland Leadership Academy

- Frick Middle School (Frick) *grades 6-8*
- Havenscourt Middle School (Havenscourt) *grades 6-8*
(*Grades served during first charter term leading up to renewal, were primarily 6-8th grade*)

ANALYSIS

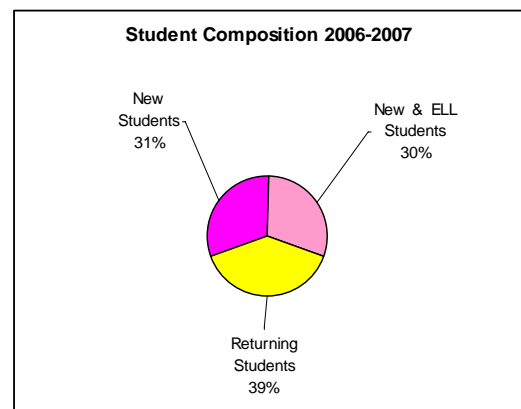
Overall, based on the OUSD Charter Renewal Standards, East Oakland Leadership Academy academic performance is **above the median** in comparison with the traditional schools their students would have otherwise attended based on its CST ELA and Math performance over time, AYP performance over time, and API performance over time. The school had significant academic gains in 2005-2006 with an API increase of 32 points and a significant drop in API in 2006-2007 by 93 points and did not make AYP that year, however the school maintained a schoolwide academic performance rate in 2006-2007 **above the median** of its comparison schools.

During the 2006-2007 school year, EOLA grew from a school serving 6-8th grade to serve grades 5-8th. EOLA added a new cohort of 6th grade students, a new small cohort of 5th grade students, as well as assigning new students to available 7th and 8th grade spaces. During the 2006-2007 school year the total student composition of **61% "new" students** and **39% "returning" students**.

The small EOLA staff the year prior (2005-2006) included a Spanish speaking teacher, which attracted additional Spanish speaking families to enroll, however the Spanish speaking teacher moved out of state during the summer and did not return to EOLA the following year. EOLA leadership states the school was not as prepared for the sudden increase in ELL population. In 2006-2007 **30%** of the total school enrollment was both **"new"** and identified as **"ELL"** in addition to their existing small ELL population.

Interviews during the Renewal Site Inspection with school leadership, governing board members, staff and parents indicate the school re-doubled its efforts in 2006-2007 to instill in students and families the school's strong culture of discipline and high expectations, resulting in some diversion from the school's standards-based academic scope and sequence.

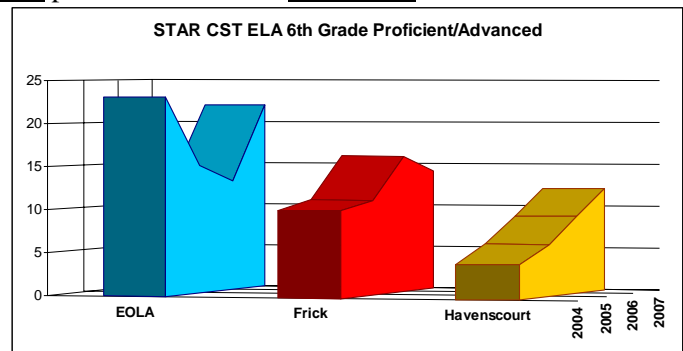
During the 2006-2007 school year, EOLA increased the rigor of its mathematics curriculum by requiring all 8th grade students to enroll in Algebra 1. EOLA also tested all 8th grade students in that year in Algebra 1, versus testing all 8th grade students in General Mathematics as in the previous year. The school attributes some of the steep drop in 8th grade math performance, as measured by the CST test scores, to this rapid curricular shift.



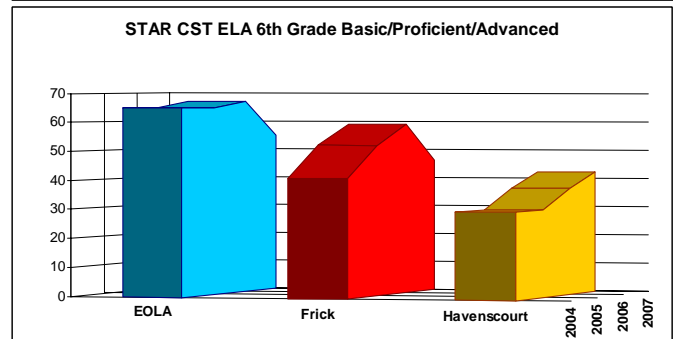
CST Performance Over Time (English Language Arts)

East Oakland Leadership Academy **CST ELA 6th Grade** performance across **four years**.

STAR ELA 6th Grade Proficient/Advanced	EOLA	Frick	Havenscourt
2007	22	14	12*
2006	13	16	9
2005	15	11	6
2004	23	10	4

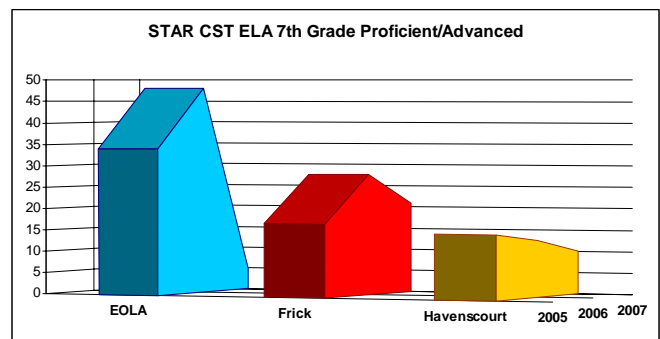


STAR ELA 6th Grade Basic/Proficient/Advanced	EOLA	Frick	Havenscourt
2007	55	46	42*
2006	67	59	37
2005	65	52	30
2004	65	41	30

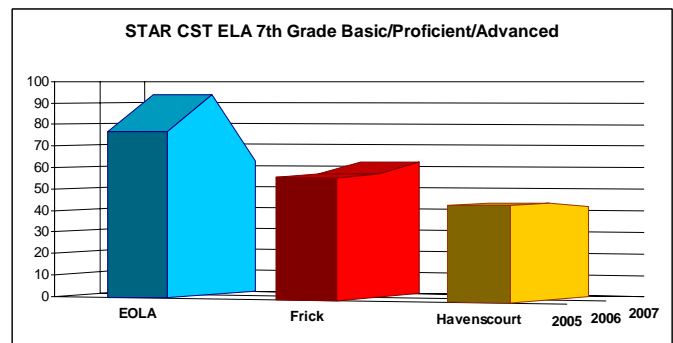


East Oakland Leadership Academy **CST ELA 7th Grade** performance across **three years**.

STAR ELA 7th Grade Proficient/Advanced	EOLA	Frick	Havenscourt
2007	5	21	10*
2006	48	28	13
2005	34	17	15

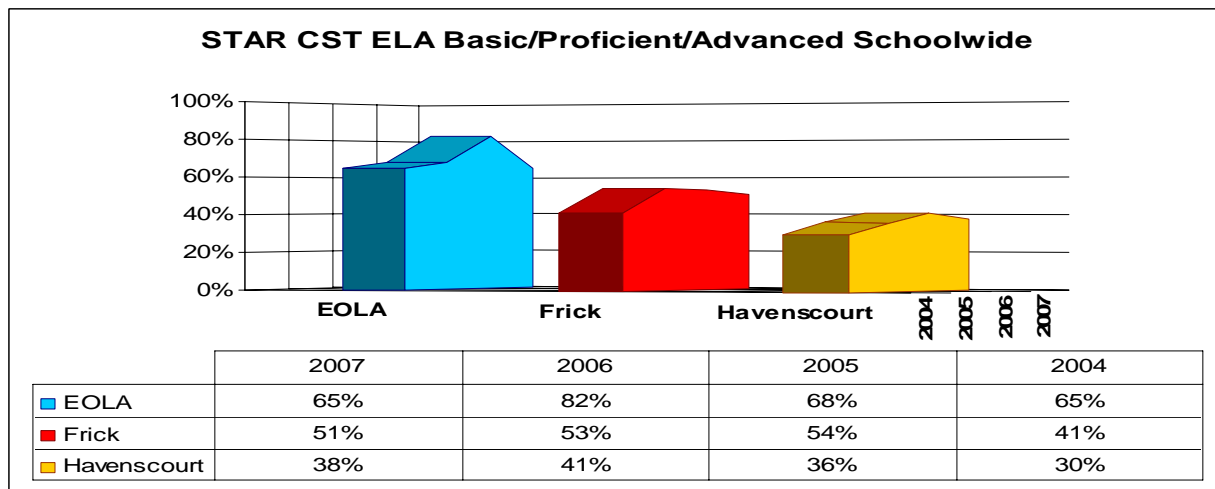
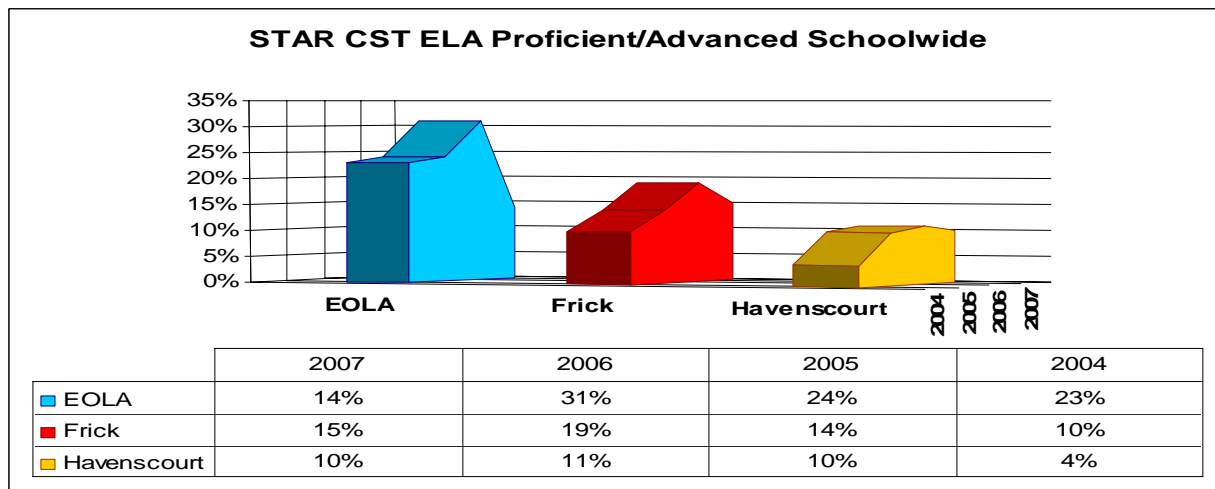
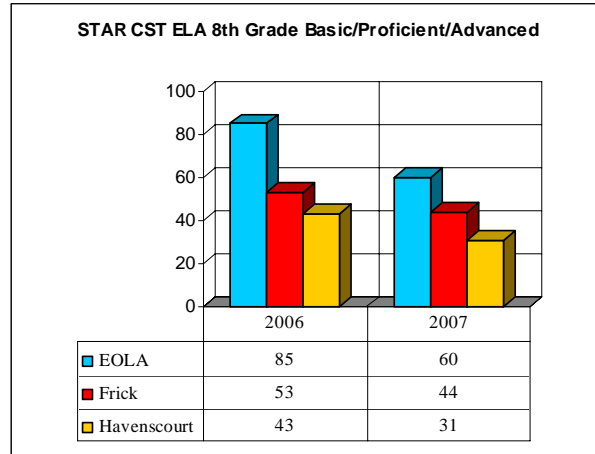
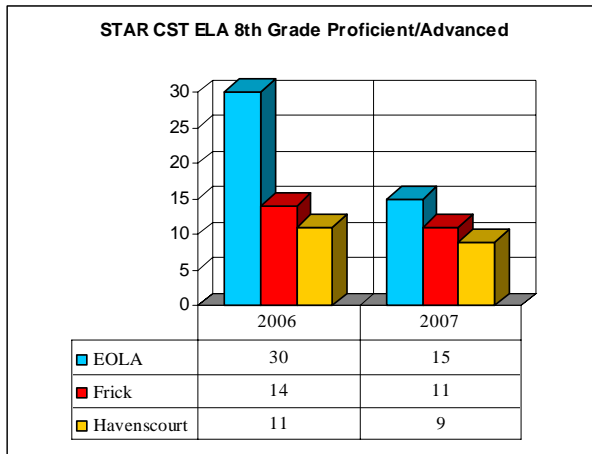


STAR ELA 7th Grade Basic/Proficient/Advanced	EOLA	Frick	Havenscourt
2007	62	62	42*
2006	94	57	44
2005	77	56	44



* Score represents the average score of the two new small schools (Coliseum College Prep & Roots International) as part of the restructuring at Havenscourt Middle School in 2007.

East Oakland Leadership Academy **CST ELA 8th Grade** performance across **two years**.

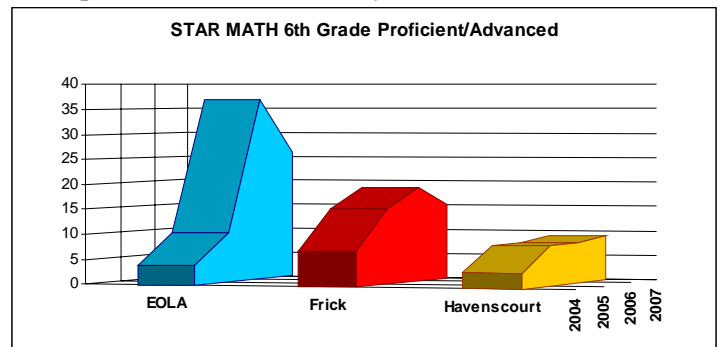


East Oakland Leadership Academy student performance over time in English Language Arts based on STAR CST Test results is **above the median** performance rate of students attending the traditional schools the students would have otherwise attended. However, during the 2006-2007 school year the performance of students in 7th and 8th grade made a steep drop.

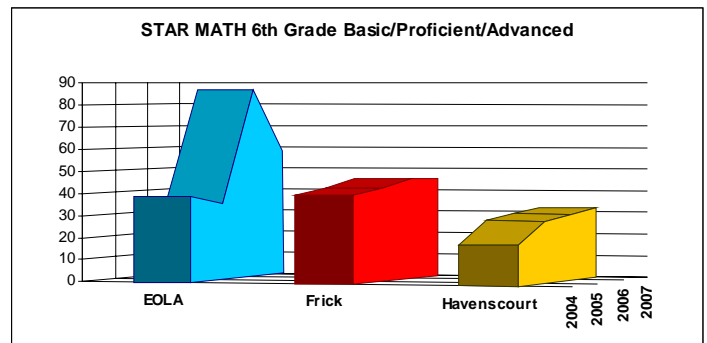
CST Performance Over Time (Mathematics)

East Oakland Leadership Academy **CST MATH 6th Grade** performance across four years.

STAR MATH 6th Grade Proficient/Advanced	EOLA	Frick	Havenscourt
2007	26	15	9*
2006	37	19	8
2005	10	15	8
2004	4	7	3

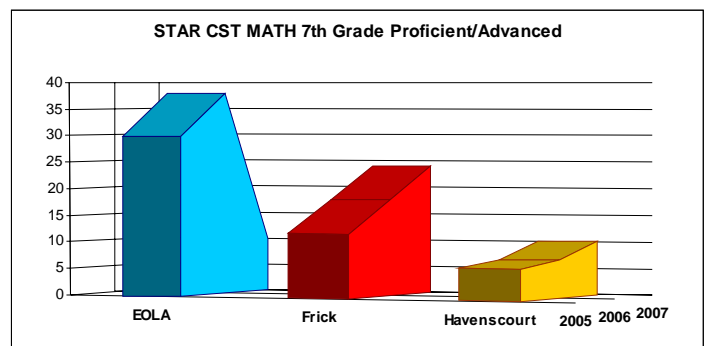


STAR MATH 6th Grade Basic/Proficient/Advanced	EOLA	Frick	Havenscourt
2007	58	45	32*
2006	87	46	30
2005	35	42	28
2004	39	40	18

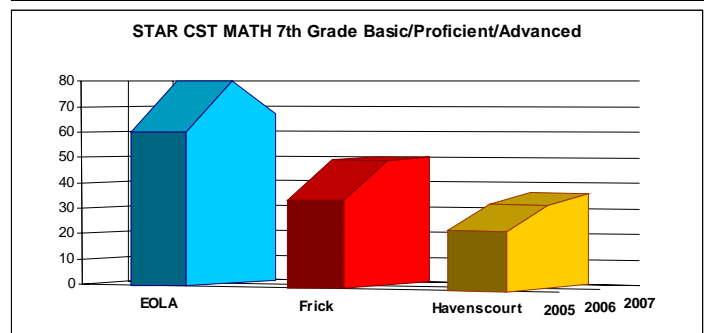


East Oakland Leadership Academy **CST MATH 7th Grade** performance across three years.

STAR ELA 7th Grade Proficient/Advanced	EOLA	Frick	Havenscourt
2007	10	24	10*
2006	38	18	7
2005	30	12	6

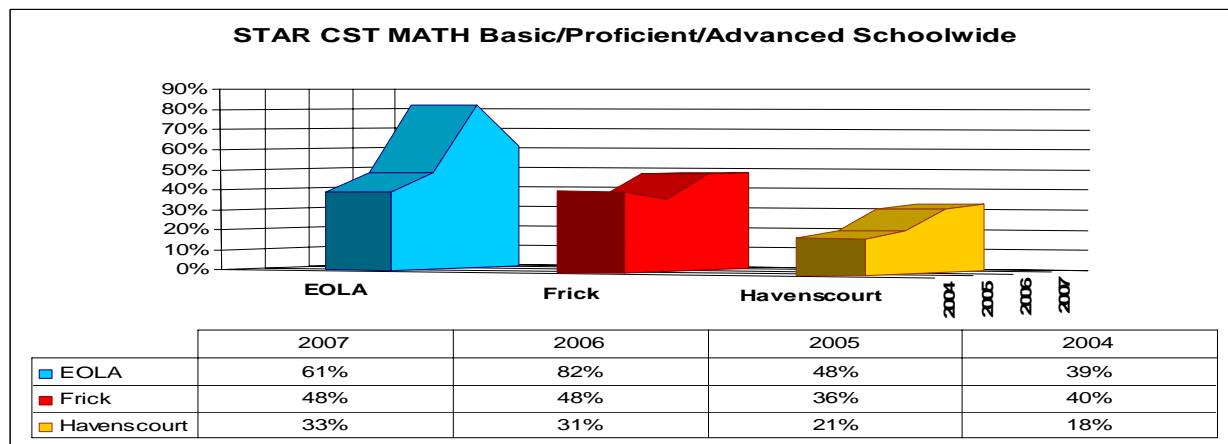
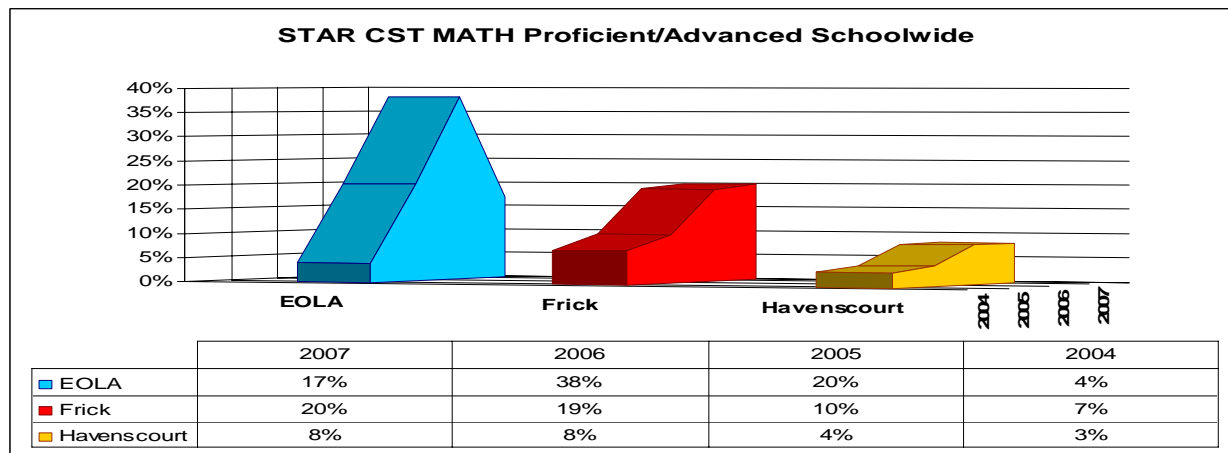
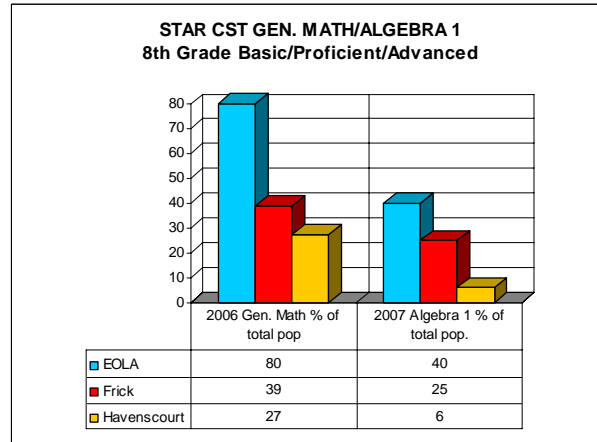
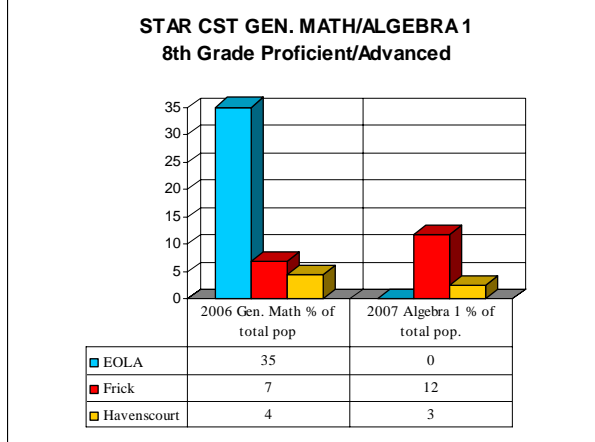


STAR ELA 7th Grade Basic/Proficient/Advanced	EOLA	Frick	Havenscourt
2007	67	50	36*
2006	80	49	32
2005	60	34	23



* Score represents the average score of the two new small schools (Coliseum College Prep & Roots International) as part of the restructuring at Havenscourt Middle School in 2007.

East Oakland Leadership Academy **CST MATH 8th Grade** performance across two years.



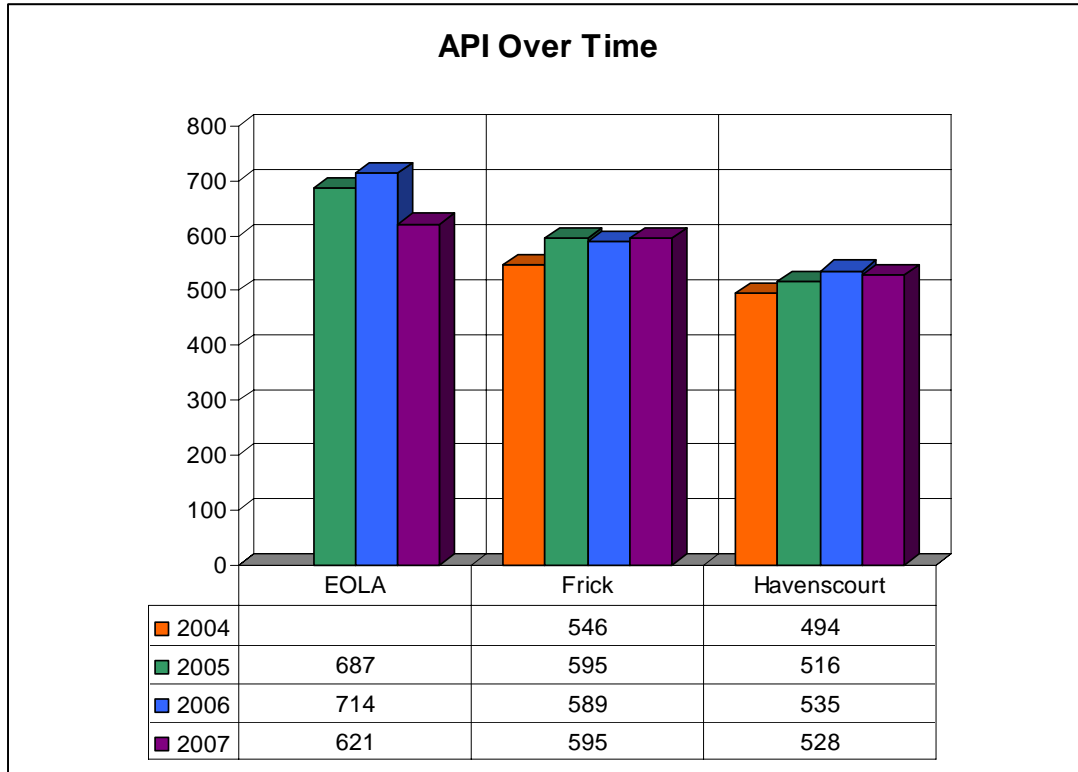
East Oakland Leadership Academy student performance over time in Mathematics based on STAR CST Test results is **above the median** performance rate of students attending the traditional schools the students would have otherwise attended. However, during the 2006-2007 school year the performance of students dropped significantly in 7th and 8th grade.

* Algebra math scores for 8th grade students attending comparison schools were adjusted to account for a *less than 100%* student participation rate in 8th grade, as compared to EOLA who tested 100% of its 8th grade students in Algebra I.

API Performance Over Time

State records indicate that East Oakland Leadership Academy did not receive a valid API score due to a percentage of parent waivers for statewide testing participation that totaled more than 20% of the student population at the time of testing.

COMPARISON API RESULTS

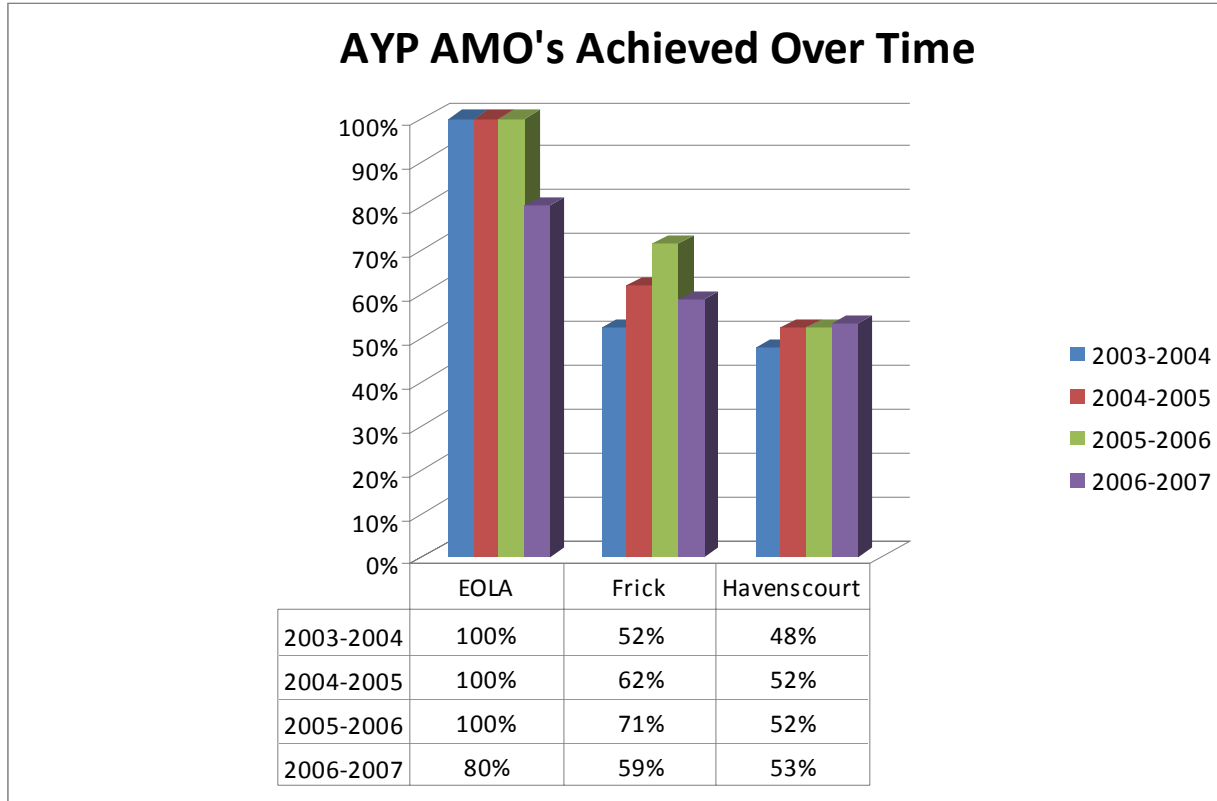


	2004 / MET	2005 / MET	2006 / MET	2007 / MET
EOLA	* / N/A	687 / N/A	714 / YES	621 / NO
Frick	546 / YES	595 / YES	589 / NO	595 / NO
Havenscourt	494 / YES	516 / YES	535 / NO	528 / NO

East Oakland Leadership Academy student performance over time based on California's Academic Performance Index (API) is **above the median** performance of the traditional schools the students would have otherwise attended, however the EOLA API score dropped significantly from 2006 to 2007 by 93 points.

As noted in the CST Analysis at the start of this section, over-all the school attributes this significant drop during the 2006-2007 drop to; a change in student composition, including a significant number of new students; an unexpected increase in ELL students; and the shift in 8th grade curriculum from *General Mathematics* for all 8th grade students to *Algebra 1* for all 8th grade students.

AYP Performance Over Time (AMO's)



MET AYP	EOLA	FRICK	HAVENSCOURT
2003-2004	YES	NO	NO
2004-2005	YES	NO	NO
2005-2006	YES	NO	NO
2006-2007	NO	NO	NO

East Oakland Leadership Academy student performance over time based on the Federal Annual Yearly Progress standards (AYP) is **above the median** performance of the traditional schools the students would have otherwise attended, having met 100% of its Academic Measurable Outcomes (AMO's) in three out of four years.

CELDT Performance

Evaluation of East Oakland Leadership Academy student performance at a level of English Proficiency on the CELDT Test is **limited** as the school began administering the CELDT exam in 2007-2008.

Comparison suggests the school performance is **above the median** of the performance of the traditional schools the students would have otherwise attended, however this is **inconclusive** based on the limited single year data.

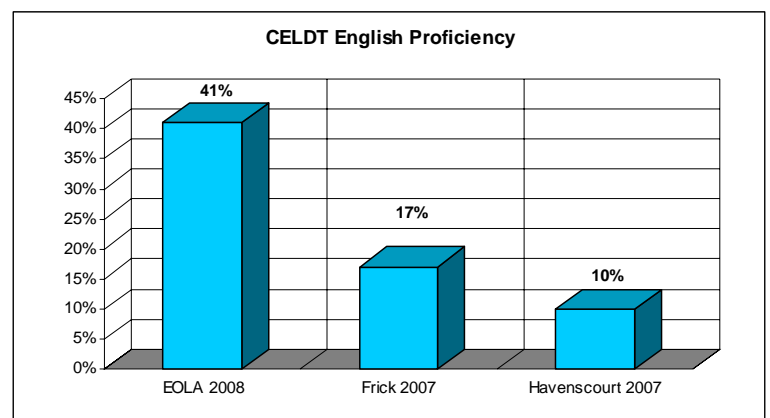
COMPARISON

As the 2007-2008 CELDT results for the comparison schools are just being mailed to schools at the writing of this report and are unavailable for review, proficiency rates for 2006-2007 are applied for comparison purposes. *The state CDE website for CELDT testing indicates that the 2006 and 2007 test results are comparable, while results prior to 2006 may no longer be validly compared.*

CELDT English Proficiency Grades 6-8th

EOLA 2008	Frick 2007	Havenscourt 2007
41%	17%	10%

The EOLA CELDT performance rate in English Proficiency is two to four times higher than the English Proficiency rates of the comparison traditional schools, *however these rates do not demonstrate performance over-time and are therefore limited in their ability to evidence of the school's added value over time in this area.*



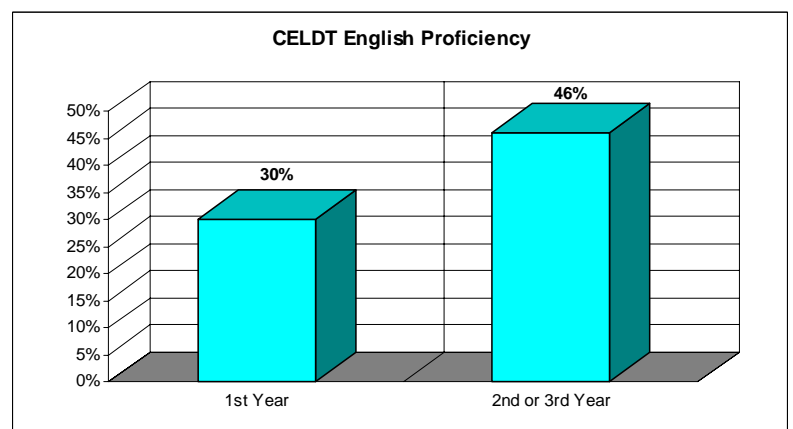
VALUE-ADDED

Comparison of English proficiency rates of ELL students in their 1st year attending EOLA with ELL students who have attended the school two or more years is charted below.

CELDT English Proficiency Grades 6-8th

1 st Year Students	2 nd or 3 rd Year Students
30%	46%

EOLA CELDT English Proficiency performance rates of ELL students who have attended the school for two or more years is over 50% higher than ELL students in their 1st year at the school.



INPUTS: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program has been evaluated through a two-day Site Inspection conducted on **January 14 and 15, 2008** by a Third-Party Reviewer; *Cambridge Education*, as well as evaluated through school site inspections conducted concurrently by staff on **January 14 and 15, 2008**. This inspection evaluated the school's educational program performance against three criteria for the purpose of assessing the school's academic success. The tool uses a 5-point Rubric with 4 = Proficiency.

Criteria 1: Improving Student Achievement

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

The following findings and evaluation has been determined for East Oakland Leadership Academy based on an analysis of Criteria 1 (*Attachment III: Third-party Quality Review Report*):

This area of the school's work is **PROFICIENT**, which is scaled as a (4).

Criteria 2: Strong Leadership

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

The following findings and evaluation has been determined for East Oakland Leadership Academy based on Criteria 2 (*Attachment III: Third-party Quality Review Report*):

This area of the school's work is **PROFICIENT**, which is scaled as a (4).

Criteria 3: A Focus on Continuous Improvement

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

The following findings and evaluation has been determined for East Oakland Leadership Academy based on Criteria 3 (*Attachment III: Third-party Quality Review Report*):

This area of the school's work is **PROFICIENT**, which is scaled as a (4).

IS THE SCHOOL AN ACADEMIC SUCCESS?

The following summary evaluation comes from the Cambridge Education *Charter School Renewal Quality Review Report* :

The school's culture is strong and focused on academic achievement. Although East Oakland Leadership Academy has had mixed academic results as measured by state standardized tests, the school is making a considerable impact overall on students' academic work habits by establishing the culture of discipline and high expectations outlined in its charter.

The school is a fifth year school with academic performance trends that are still evolving. The school did not receive an API at the end of its first year. It did, however, show strong growth on its API between its second (2005) and third (2006) years with an API gain of 32 points. The school's base API was 714 in 2006, which was significantly higher than surrounding middle schools. However, EOLA's 2007 growth API dropped significantly by 93 points last year. Its current growth API of 621 is still higher overall than several neighboring middle schools.

The school is implementing a solid, standards-based curriculum as evidenced by the textbooks and the rich reading materials used in the classrooms. A significant amount of the instructional delivery is textbook-driven. Though students mostly respond well to the curriculum, these types of lessons do not always align with the student-centered learning approaches described in the school's original charter.

Parents, students and teachers interviewed, confirmed that the school is providing students with the discipline and work-ethic required to be successful. The school has a 95% attendance rate. Students are polite, well-mannered and focused in almost all classrooms. Policies are consistently followed. Extra-curricular learning activities such as the art and martial arts (physical education) program build students' self-esteem, confidence and sense of determination. There is a significant student support system in place to assist those who are not making progress as they should. This includes daily after-school tutoring, bi-monthly Saturday schools and mandatory summer school for students who are not at grade level.

Based on an analysis of East Oakland Leadership Academy's performance outcomes and an evaluation of its educational program following its first four years, the school is deemed an **Academic Success** for the purposes of renewal. **The school has met or made substantial progress towards meeting** its Measurable Pupil Outcomes identified in its charter. Additionally, **the school has attained achievement rates higher than those achieved by the traditional comparison schools** in virtually all areas outlined in the OUSD Charter Renewal Standards. Finally, the school's Educational Program, over-all has been evaluated to be **PROFICIENT** by its fifth year of operation.

During the renewal process, areas for improvement were identified by staff, as well as the Cambridge Education review team. District staff, pending renewal decision-making, will attend an upcoming EOLA Governing Board meeting to discuss these recommendations with school administration. These areas include suggestions regarding improved use of data to analyze and target students, particularly as the school grows; increased learning and collaboration opportunities for teachers, particularly new teachers; and engaging students in further development of leadership skills as defined within the school's charter.

Renewal Standard II: Is the school an Effective, Viable Organization?

This area is divided into **Responsible Governance** and **Fiscal Accountability**.

The effectiveness and viability of East Oakland Leadership Academy as an organization has been evaluated through a two-day Site Inspection conducted on **January 14 and 15, 2008** by a Third-Party Reviewer; *Cambridge Education*, as well as through school site inspections conducted concurrently by staff on **January 14 and 15, 2008**. In addition, the performance of the school within these criteria is assessed based on observations, documentation, and other evidence on record with the District over the term of the charter. The tool uses a 5-point Rubric with 4 = Proficiency.

Criteria 4: Responsible Governance

A quality charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

The following findings and evaluation has been determined for East Oakland Leadership Academy based on Criteria 4 (*Attachment III: Third-party Quality Review Report*):

This area of the school's work is **PROFICIENT**, which is scaled as a (4).

Criteria 5: Fiscal Accountability

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

The following findings and evaluation has been determined for East Oakland Leadership Academy based on Criteria 5 (*Attachment III: Third-party Quality Review Report*):

This area of the school's work is **PROFICIENT**, which is scaled as a (4).

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

The following summary evaluation comes from the Cambridge Education *Charter School Renewal Quality Review Report* and is supported by the staff evaluation:

East Oakland Charter Academy is an effective, viable organization. The school has a committed, community-based board of directors who work with the school leader in monitoring the school's educational program and fiscal operations. All members of the board are involved with school and are active within the community which the school serves. The school is locally-funded, but manages its own budgets and accounting and has received clean audit reports over the past two years. For a small school, EOLA has managed its budget well, ensuring appropriate instructional materials, staffing, and facilities to support its students while maintaining a \$100,000 reserve.

Based on an evaluation by staff of East Oakland Leadership Academy's Fiscal Accountability and Governance following its first four years, the school is deemed an **Effective, Viable Organization** for the purposes of renewal.

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

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

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

The following summary evaluation comes from the Cambridge Education *Charter School Renewal Quality Review Report* and is supported by the staff evaluation:

Overall, East Oakland Charter Academy has remained faithful to the terms of its charter. The school is currently serving a targeted population of diverse and traditionally underserved students. It has established a very strong culture of high expectations. Several student support structures such as small school/class sizes, after-school tutoring, Saturday school and summer school are in place and are fully implemented. Some of the school's charter program components, such as the parent advisory council, community service and opportunities to learn a second language, either have not been implemented or have not proved sustainable. However, these have not negatively impacted the students' experiences as the school's academic culture overall is providing positive support and attention.

Staff has reviewed the school's records on file with the District and deemed that East Oakland Leadership Academy has been compliant in its regulatory elements under its charter term.

RECOMMENDATION:

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

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

This report recommends that the Oakland Unified School District State Administrator approve the charter renewal petition for East Oakland Leadership Academy for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2008 and expire on June 30, 2013. ***Simultaneously, as an act of this approval, the petitioner and the District do hereby mutually agree to revise the current charter term set to expire on May 14, 2008, to instead expire on June 30, 2008 to ensure there is no gap in charter terms.*** The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

The petition contains 8 signatures from teachers meaningfully interested in continuing to teach at East Oakland Leadership Academy, which meets the statutory filing requirement, and the charter contains all of the required affirmations. Because the charter is a legally binding performance contract, exact language is important. Therefore, this report recommends that the charter's text be amended as indicated in the attachment to this report. With these amendments, the charter contains reasonably comprehensive descriptions of all of the required charter elements.

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

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

Attachment I: Charter Text Revisions

Attachment II: SUMMARY: OUSD Renewal Protocol: East Oakland Leadership Academy

Attachment III: Charter School Renewal Quality Review

ATTACHMENT I - CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District’s Office of Charter Schools one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than 5pm on Monday, March 3, 2008.

Charter Text	Text Reference	Required Revision
Assurances	Page 7	<p>Add: §47605(d)(3): <i>“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.”</i></p>
<p>2. A high rank on the California Academic Performance Similar Schools Index by third year using Oakland Unified School District rankings as the norm.</p> <p>Benchmark: Continual rising scores with the API</p>	Page. 20	<p>As revised: <i>“2. A high rank on the California Academic Performance Similar Schools Index by third year using Oakland Unified School District rankings as the norm.</i></p> <p><i>Compare the School’s California Academic Performance Index Similar School’s rank to the Oakland Unified School District rankings.</i></p> <p><i>Benchmark: CA Similar Schools API Ranking of 4 or better achieved by third year of charter term and sustained or improved through the fifth year of the charter term.”</i></p> <p>Intent of revision is to align with text on pg. 22 of charter petition, as well as establish greater clarity of the terms of the proposed measurable pupil outcome.</p>
<p>3. A high student attendance rate. Benchmark: At least 90% attendance at the EOLA.</p>	Page. 20	<p>As revised: <i>“3. A high student attendance rate using Oakland Unified School District as a norm.</i></p> <p><i>Compare the School’s annual attendance rate to the Oakland Unified School District.</i></p> <p><i>Benchmark: An attendance rate of at least 90% will be achieved by EOLA annually, as reported to the District and the state.”</i></p> <p>Intent of revision is to align with text on pg. 22 of</p>

		charter petition, as well as establish greater clarity of the terms of the proposed measurable pupil outcome.
4. A minimum of Ninety percent (90%) of EOLA students will meet at least one of their ILP goals. Benchmark: Students will meet at least one ILP goal yearly.	Page. 20	As revised: “4. <i>Students will meet at least one ILP goal yearly.</i> <i>Benchmark: A minimum of Ninety percent (90%) of EOLA students will meet at least one of their established ILP goals annually, as demonstrated through documentation maintained by the school of each student’s established ILP goals each year that evidence student attainment each year of at least one established ILP goal.</i> ” Intent of revision is to establish a more explicitly measurable pupil outcome.
5. A minimum of fifty percent (50%) of EOLA students will show growth in STAR test scores yearly. Benchmark: Student test scores will increase from year to year.	Page. 20	As revised: “5. <i>Student test scores on CA mandated statewide STAR tests will increase from year to year.</i> <i>Benchmark:</i> <ul style="list-style-type: none"> • <i>A minimum of 50% of EOLA students taking the CA STAR CST English Language Arts test will increase their scale score by a minimum of 5% annually.</i> • <i>A minimum of 50% of EOLA students taking the CA STAR CST Mathematics test will increase their scale score by a minimum of 5% annually.</i> Intent of revision is to establish a more explicitly measurable pupil outcome.
[Pupil Outcome Goals Chart]	Page. 22	Revise chart to align with text revisions stipulated above regarding the schools’ proposed Measurable Pupil Outcomes.
EOLA agrees to voluntarily comply with the applicable sections of the Ralph M. Brown Act, The Political Reform Act and California Public Records Act.	Page. 22	As revised: “ <i>EOLA agrees to voluntarily comply with the applicable sections of the Ralph M. Brown Act, The Political Reform Act and California Public Records Act.</i> ” It is not demonstrated what sections, if any, of these three laws are not applicable.
...the school will be governed by a Board of Directors whose members...	Page. 22	As revised: “ <i>...the school will be governed by a Board of Directors Trustees whose members...</i> ” Revised to be consistent with similar references

		throughout petition.
Board members include the size will be increased as allowed under the law, ...	Page. 22	As revised: <i>“Board members include the size and composition will be increased as allowed under the law, ...”</i> Revised for grammatical clarity.
We also list topics of future Board of Education meetings in each agenda.	Page. 23	As revised: <i>“We also list topics of future Board of Education <u>Trustees</u> meetings in each agenda.”</i>
The public may also comment by writing to the School Board or speaking with individual members.	Page. 23	As revised: <i>“The public may also comment by writing to the School <u>Board of Trustees</u> or speaking with individual members.”</i>
In the event that a dispute between EOLA and the OUSD does arise, the following process will be followed: [...]	Page. 25	As revised: <i>“In the event that a dispute between EOLA and the OUSD does arise, the following process will <u>may</u> be followed: [...]”</i>
<ol style="list-style-type: none"> 1. EOLA’s Director, along with any other school staff he/she deems appropriate, will ask to meet with EOLA 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. 	Page. 25	As revised <ol style="list-style-type: none"> 1. EOLA’s Director, along with any other school staff he/she deems appropriate, will <u>would</u> ask to meet with EOLA <u>District representative</u> according to processes <u>that could be</u> established in a Memorandum of Understanding. 2. If this meeting fails to resolve the dispute, then the matter will <u>would</u> be brought to the <u>District Superintendent</u> for resolution.
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.	Page. 25	As revised: <i>“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 <u>Trustees</u>.”</i>
EOLA agrees to inform the school in writing if it is contacted regarding a conflict at the school and to refer the involved parties to EOLA’s conflict procedures.	Page. 25	As revised: <i>“EOLA OUSD <u>OUSD</u> agrees to inform the school in writing if it is contacted regarding a conflict at the school and to refer the involved parties to EOLA’s conflict procedures.”</i>
<ul style="list-style-type: none"> - Disputes shall first be brought in writing to the school’s Executive Director and Principal for resolution. - If the dispute is not resolved 	Page. 25	As revised: <ul style="list-style-type: none"> - “Disputes shall first be brought in writing to the school’s Executive Director <u>and/or</u> Principal for resolution. - If the dispute is not resolved at this level,

<p>at this level, the matter shall be brought before EOLA Board of Directors. The Executive Director shall provide a written summary of the dispute and all attempts at resolution for the school Board of Directors.</p> <ul style="list-style-type: none"> - The decision of the Board of Directors shall be final. 		<p><i>the matter shall be brought before EOLA Board of Directors Trustees. The Executive Director <u>and/or Principal</u> shall provide a written summary of the dispute and all attempts at resolution for the school Board of Directors Trustees.</i></p> <ul style="list-style-type: none"> - <i>The decision of the Board of Directors Trustees shall be final.</i>
<p>All staff will be given annual contracts and will work under Personnel Policies formulated by the EOLA Governance Board.</p>	<p>Page. 26</p>	<p>As revised: <i>"All staff will be given annual contracts and will work under Personnel Policies formulated by the EOLA Governance Board of Trustees."</i></p>
<p>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 directors and by the faculty and staff on a yearly basis during the professional development institute.</p>	<p>Page. 26</p>	<p>As revised: <i>"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 directors trustees and by the faculty and staff on a yearly basis during the professional development institute."</i></p>
<p>Siblings of students and children of staff may be given priority as allowed by law.</p>	<p>Page. 27</p>	<p>As revised: <i>"Siblings of students and children of staff may be given priority as allowed by law."</i></p> <p>This preference must first be adequately reviewed and considered by the District prior to approval, pursuant to EC 47605 (d)2)(B) ...<i>Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.</i></p> <p>Amendment requests to this section may be submitted or additional preferences outlined in a possible Memorandum of Understanding (MOU).</p>
<p>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.</p>	<p>Page. 27</p>	<p>Strike language from the text as this preference must first be adequately reviewed and considered by the District prior to approval, pursuant to EC 47605 (d)2)(B) ...<i>Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.</i></p> <p>Amendment requests to this section may be submitted or additional preferences outlined in a possible Memorandum of Understanding (MOU).</p>
<p>The school director may, pursuant to the school's adopted discipline policies, ultimately suspend or expel students who fail to comply with the</p>	<p>Page. 28</p>	<p>As revised: <i>"The school director may, pursuant to the school's adopted discipline policies, ultimately suspend or expel students who fail to comply with</i></p>

terms of the student policies.		<i>the terms of the student policies.”</i> Inconsistent with subsequent paragraph in charter petition stating “...and later expelled by the Board of Directors upon recommendation of the School Director”
Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school’s Board of Directors upon recommendation of the School Director.	Page. 28	As revised: <i>“Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school’s Board of Directors Trustees upon recommendation of the School Director.”</i>
“An annual independent financial audit will be conducted by a certified public accountant and will use generally accepted accounting principles.”	Page 29	As revised: <i>“An annual independent financial audit will be conducted by a certified public accountant with <u>educational finance experience that is listed as approved by the State Controller</u>, and will use generally accepted accounting principles.”</i>
Governance Board	Pages. 29-33	Revise all instances from pages 29-33 where the term “ <i>Governance Board</i> ” is used and replace text with the term “ <u><i>Board of Trustees</i></u> ” to ensure consistency throughout the charter petition.
School Closure	Page 32	Add: <i>“EOLA will comply with all requirements under Title 5 California Code of Regulations Sections 11962 and 11962.1 applicable to charter school closure.”</i>
School Closure	Page. 32	Charter text must “... <i>identify the funding to pay for the [closure] activities.</i> ” Applicable law: Title 5 California Code of Regulations Sections 11962 and 11962.1, By March 3, 2008 submission of revised charter, a reference must be included to identify the funding source of the school’s closure activities.
The term of this charter will begin on August 1, 2008, and expire five years later on July 31, 2012.	Page. 32	As revised: <i>“The term of this charter will begin on August <u>July 1, 2008</u>, and expire five years later on July 31, <u>June 30, 2013.</u>”</i>

ATTACHMENT II: SUMMARY: OUSD Renewal Protocol: East Oakland Leadership Academy

I. Is the school an Academic Success?

OUSD Tiered Accountability System **GREEN**

Has the school met or made substantial progress towards meeting its Measurable Pupil Outcomes?

1 Core Academic Skills	SUBSTANTIAL PROGRESS
2 Life Long Learning Skills	SUBSTANTIAL PROGRESS
3 Social/Interpersonal Skills	MET
4 Portfolio & Exhibition requirements	SUBSTANT'L PROGRESS/MET
5 One grade or skill level growth	PROGRESS TOWARDS MEET.

Are their performance rates higher than the performance rates of the traditional schools the students would have otherwise attended?

STAR ELA

Proficient/ Advanced	ABOVE THE MEDIAN
Basic/ Proficient/ Advanced	ABOVE THE MEDIAN

STAR MATH

Proficient/ Advanced	ABOVE THE MEDIAN
Basic/ Proficient/ Advanced	ABOVE THE MEDIAN

STAR ALGEBRA

Proficient/ Advanced	BELOW THE MEDIAN
Basic/ Proficient/ Advanced	ABOVE THE MEDIAN

API

Total Growth Over Time	ABOVE THE MEDIAN
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AYP

AMO's Averages	ABOVE THE MEDIAN
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CELDT

English Proficiency Averages	ABOVE THE MEDIAN
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To what extent has the school been evaluated within Criteria 1, Criteria 2, and Criteria 3 set forth in the OUSD Charter School Renewal Quality Review (CSRQR)?

1. Improving Student Achievement	PROFICIENT
2. Strong Leadership	PROFICIENT
3. A Focus on Continuous Improvement	PROFICIENT

II. Is the school an Effective, Viable Organization?

This area is divided into Responsible Governance and Fiscal Accountability.

4. Responsible Governance	PROFICIENT
5. Fiscal Accountability	PROFICIENT

ATTACHMENT III: Charter School Renewal Quality Review



Oakland Unified School District

Charter School Renewal Site Visit Report

East Oakland Leadership Academy

**2614 Seminary Avenue
Oakland, CA 94605**

Principal: Laura Armstrong

Dates of review: January 14-15, 2008

Lead Reviewer: Ting L. Sun

Cambridge Education (LLC)

Content of the report

Part 1: The School Context

Information about the school

Part 2: Overview

School strengths
School challenges

Part 3: Main findings

Overall evaluation
How well the school meets the renewal site visit criteria

Part 4: School Quality Criteria Summary

Part 1: The School Context

Information about the school

East Oakland Leadership Academy (EOLA) is a small charter middle school serving 100 students in grades K-2 and grades 5-8. The EOLA charter document outlines a program to help students achieve academically and socially through an emphasis on leadership and academic accountability. The school is in its fifth year of operations and is undergoing its first renewal.

Current year student enrollment consists of 53% Latino, 42% African American, and 5% other. Eighty six (86%) percent of the students are known to be eligible for the free and reduced lunch program. Approximately 1% of the students have been identified with special needs and 58% have been identified as English Learners (EL).

The school's academic performance on state mandated tests is mixed. East Oakland Leadership Academy demonstrated solid growth from its 2006 growth Academic Performance Index (API) through a gain of 32 points. In 2006, the school had an Academic Performance Index (API) of 714, ranking it 5 statewide. However, the EOLA's growth 2007 API dropped significantly by 93 points.

Part 2: Overview

School Strengths:

- The school is led by a strong director who has established a disciplined and orderly culture for learning.
- The daily ritual of “Morning Circle” serves to build the school community and prepares students mentally and physically for the day.
- The school is implementing a solid, standards-based curriculum and utilizes a range of rich textbooks.
- The school provides a safe, clean and orderly physical environment and adequate resources to support student learning.
- The extracurricular programs of art and PE are particularly strong, supporting the development of skills such as self-esteem, confidence, discipline and determination.
- Teachers are committed to the school’s mission of serving the needs of urban, inner-city students in a small, student-centered school environment.
- The school has a committed, community-based board of directors who work with the director in monitoring the school’s educational program and fiscal operations.

School Challenges:

- The school’s API growth score dropped significantly last year.
- The school has yet to develop more strategic approaches for working with special student populations such as English Learners and students with special needs.
- Though there is some evidence that students receive leadership training, the Peer Mentor Program described within the school’s charter is minimally realized.
- Some of the school’s charter program components, such as the parent advisory council, community service and learning a second language, either have not been implemented or have not proved sustainable.

Part 3: Main Findings

Overall Evaluation:

This is a proficient school overall.

Is the School An Academic Success?

The school's culture is strong and focused on academic achievement. Although East Oakland Leadership Academy has had mixed academic results as measured by state standardized tests, the school is making a considerable impact overall on students' academic work habits by establishing the culture of discipline and high expectations outlined in its charter.

The school is a fifth year with academic performance trends that are still evolving. The school did not receive an API at the end of its first year. It did, however, show strong growth on its API between its second (2005) and third (2006) years with an API gain of 32 points. The school's base API was 714 in 2006, which was significantly higher than surrounding middle schools. However, EOLA's 2007 growth API dropped significantly by 93 points last year. Its current growth API of 621 is still higher overall than several neighboring middle schools.

The school is implementing a solid, standards-based curriculum as evidenced by the textbooks and the rich reading materials used in the classrooms. A significant amount of the instructional delivery is textbook-driven. Though students mostly respond well to the curriculum, these types of lessons do not always align with the student-centered learning approaches described in the school's original charter.

Parents, students and teachers interviewed, confirmed that the school is providing students with the discipline and work-ethic required to be successful. The school has a 95% attendance rate. Students are polite, well-mannered and focused in almost all classrooms. Policies are consistently followed. Extra-curricular learning activities such as the art and martial arts (physical education) program build students' self-esteem, confidence and sense of determination. There is a significant student support system in place to assist those who are not making progress as they should. This includes daily after-school tutoring, bi-monthly Saturday schools and mandatory summer school for students who are not at grade level.

Is the School an Effective, Viable Organization?

East Oakland Charter Academy is an effective, viable organization. The school has a committed, community-based board of directors who work with the school leader in monitoring the school's educational program and fiscal operations. All members of the board are involved with school and are active within the community which the school serves. The school is locally-funded, but manages its own budgets and accounting and has received clean audit reports for the past two years that were reviewed. For a small school, EOLA has managed its budget well, ensuring appropriate instructional materials, staffing, and facilities to support its students while maintaining a \$100,000 reserve.

Has the School Remained Faithful to the Terms of Its Charter?

Overall, East Oakland Charter Academy has remained faithful to the terms of its charter. The school is currently serving a targeted population of diverse and traditionally underserved students. It has established a very strong culture of high expectations. Several student support structures such as small school/class sizes, after-school tutoring, Saturday school and summer school are in place and are fully implemented. Some of the school's charter program components, such as the parent advisory council, community service and opportunities to learn a second language, either have not been implemented or have not proved sustainable. However, these have not negatively impacted the students' experiences as the school's academic culture overall is providing positive support and attention.

Criterion 1: Improving Student Achievement

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

This area of the school's work is proficient.

East Oakland Charter Academy has established a solid school ethos focused on student achievement, and the impact of this approach on students' behavior, motivation and effort can be seen in the classrooms.

The school's mission is to establish a "child-centered learning environment that develops academic excellence, technology literacy, appreciation and understanding of the arts, and proficiency in English". There is an emphasis upon self-respect, leadership qualities, recognition of the importance of service to their community and a life-long love of learning amongst its students. The school's means of demonstrating measurable progress towards achieving this mission, however, is broad and general. It relies heavily on standardized tests such as the Standardized California and Reporting (STAR) and measures of proficiency under No Child Left Behind (NCLB) to demonstrate student performance goals. Although schoolwide assessments are given twice a year to ascertain areas where individual student support is needed, there is little in the way of established schoolwide interim benchmarks. There is, therefore, little data that demonstrates the extent of students' progress within a given school year.

Statewide assessment data show that the school made strong growth on its API between its second (2005) and third (2006) years with an API gain of 32 points. The school's base API was 714 in 2006, which was significantly higher than the figures for surrounding middle schools. However, the EOLA's 2007 growth API dropped significantly by 93 points last year. Its current growth API of 621 is still higher overall than that for several neighboring middle schools. The school met all of its No Child Left Behind (NCLB) criteria in all years with the exception of last year. The school believes that the fluctuation in its test scores over the past two years is the result of an influx of several new students to the school as well a large number of EL students.

A standards-aligned curriculum is in place as evidenced by grade-level textbooks, learning resources, teacher lessons, and student work samples. Students are expected to work hard and steadily through assigned exercises and generally respond well to the lessons. The quality of instruction, however, varies from class to class. In the better lessons, teachers make connections between the information taught and students' lives or provide some context or relevance for the material presented. In less effective lessons, students complete exercises independently with only question/answer reviews. Lessons are primarily textbook-driven and conducted through whole-class instruction. Though not observed directly in classroom lessons, student work samples evidenced some of the "student-centered" activities outlined in EOLA's charter (including the use of graphics and manipulatives and activities that allow for student choice open discussions and real-life applications). Little differentiation of instructional strategies, however, was observed in the classrooms overall, with the exception of some differentiated small group work in math. Whole-class, textbook-driven exercises rarely provided opportunities for students to explore answers from different approaches or for individuals or groups to review missed concepts.

Individualization and differentiation was more directly evidenced through the school's student support structures outside of the regular school day. After-school tutoring is provided everyday to support students who need additional assistance. Parents and students feel that tutoring provide structured time to get one-on-one help with homework and to reinforce content covered during the regular school day. Saturday schools are also held twice a month to support students who need or want additional assistance. Progress reports are provided to parents every two weeks, and Individualized Learning Plans (ILPs) are created for students who are struggling in order to provide parents with information on areas for specific improvement. These support structures, coupled with the small school environment and small classes allow for individualized attention to assist students to succeed.

Until last year, the student population did not consist of a significant number of specialized populations. Because of this, EOLA has yet to develop more strategic approaches for working with special student populations such as English Learners and students with special needs. With the increasing numbers within the school's EL population and the likely additional number of special education students as the school expands, the director is currently investigating ways to provide more formalized support with the Oakland Unified School District (OUSD).

The most notable aspect of EOLA's educational program is its school culture. The school has clearly established a strong culture of high expectations. "Morning circle" starts each day with the morning greeting and recitation of the EOLA creed. Students interviewed stated they felt that this exercise helped them relax and get focused on the day and that the ritual builds community.

The extra-curricular programs of art and PE (martial arts) have also been particularly effective in supporting the development of students' self-esteem, confidence, discipline and determination. Several art projects also build upon and support themes and topics within core academic content areas such as social science and science. These include debates on current issues, role-playing historical figures and studying artists who are immigrants. The art teacher also plays a key role in the school by serving as the school counselor.

Students are polite and respectful. Student work, motivational posters, and the school motto "Failure is not an option" can be seen in the office, the common gathering room and in the classrooms. Though small and a bit cramped, classrooms are neat, orderly and well-resourced. There are very clear expectations for behavior, and discipline is strict. The school campus is safe, clean and free of any violent or distracting behavior.

Criterion 2: Strong Leadership

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

This area of the school's work is proficient.

The school leader is an experienced educator who has a strong vision of EOLA as a small, disciplined school environment focused on student achievement. She has articulated this vision to all stakeholders (board members, teachers, parents, and students) very well, and many credit her for making this vision a reality for the community.

School policies and expectations are clearly outlined in parent orientations and in the school's parent/student handbooks and are implemented consistently. Students adhere to the school's uniform policy; and strict behavioral and academic expectations are maintained schoolwide and reinforced by the teachers and by the school director. Students interviewed reported that while the rules are very strict, they also feel they there are adults on campus whom they can trust and in whom they can confide. Additionally, the strict policies have also produced a very safe student learning environment, one of the school's key features most appreciated by the parents.

The school leader is reflective about how students are performing, and the small school environment allows for close monitoring of the classrooms, the students and the program. All teachers in the school seem to have a good grasp of how each of his/her students is progressing. However, there are no structures yet to enable monitoring of student performance as a whole so that student progress schoolwide can be assessed and, if necessary, interventions implemented to address areas of need. Student support systems are used to provide support one-on-one (i.e. afterschool tutoring, Saturday school, ILP, etc.) but there are no targeted strategies currently in place to more effectively serve the school's currently growing EL population.

Teachers confirm that the school leader provides them with the necessary materials to support a standards-based curriculum. They report that professional development opportunities are encouraged throughout the year and resources are provided should they wish to attend. Formal, schoolwide professional development is also conducted in the summer prior to the beginning of each year. There are, however, observed inconsistencies in the quality of instruction among the five current classrooms. Of the five teachers at the school, two are experienced, while another two are new to the profession and assigned to combination classes (K-2 and 5/6). A fifth teacher is currently in the process of being hired to take over the 7th-grade class, formerly taught by the school director. Because of the small school size, the impact of transitioning, inducting and training new teachers to the school is significant. The school leader understands this and is transitioning out of the classroom so that she can more directly support the teaching staff.

The school maintains a School Accountability Report Card (SARC) as required by law and provides the EOLA board of directors with information on student performance. Individual and schoolwide STAR data is disseminated to parents at Back-to-School night and student progress reports are sent home every two weeks. Parents report that they are well-informed about their individual child's progress at the school.

The school leader has ensured that conflicts of interest policies are in place, as are clear dispute resolution procedures. The EOLA Board of Directors is designated to settle any disputes that may arise to levels beyond the school director. Formal parent involvement in the school has fluctuated from year-to-year, though the school provides ample opportunities for parent engagement and input. Community engagement has been leveraged, but not necessarily sustained, through local businesses and the YMCA. The school leader continues to work to establish more direct parental and community involvement with the school. Additionally, she has been successful in recruiting an involved, community-based board to promote and support the school.

Criterion 3: A Focus on Continuous Improvement

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

This area of the school's work is proficient.

The significant drop in API scores last year has prompted EOLA to begin systematically collecting, disaggregating and analyzing student performance data in addition to that which is generally provided by the state through STAR. Based on CELDT testing this year, for example, the school is starting to examine ways to best support its growing EL population. It is also now more carefully tracking and disaggregating the performance of students who have been consistently enrolled in the school in comparison with those who are new.

The school is very focused on results, and there is good attention to how individual students are performing on grades, progress checks, the "Individualized Learning Plan" (ILP) and on state standardized tests. The school has not, however, undergone a more structured approach to defining short and long-term schoolwide goals that might assist in monitoring its own overall academic progress. Current evidence of overall school progress thus far has been API scores which are mixed.

Schoolwide assessments in math and in reading are given twice a year to provide diagnostic information about individual student progress, but these results are not collected to monitor schoolwide performance trends. Thus far EOLA's small student enrollment and intimate learning environment has allowed for the close monitoring of each student and for one-on-one of interventions and has used these strategies to good effect. However, as the school grows by grade-levels and by student enrollment, more formal systems for collecting, monitoring and analyzing performance trends are becoming necessary to more strategically target interventions on a schoolwide level. An example of this is the need to provide more targeted support to EL students.

Criterion 4: Criterion 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

This area of the school's work is proficient.

East Oakland Leadership Academy is governed by a community-based board of directors who are not only committed to the school's mission, but often play an active role in the school. Board members are well-qualified with varied experience in businesses, the arts and community organizations and other non-profit organizations. They visit the campus frequently and often serve as the school's liaison to the parents and to the community. Four of the six current board members have been members since the school's inception, providing consistency and stability.

Because two board members are also employees of the school, the board carefully adheres to its conflicts of interest policies. As stated in its charter, the EOLA complies with the applicable sections of the Brown Act and operates under a set of adopted bylaws. Though there are no violations of law, these bylaws will need revisions to fully align with current practices related to the frequency of board meetings. Meeting agendas and interviews demonstrate that the board is well-informed of the school's academic performance and appropriately oversees the school budget. A complaints procedure is outlined in the student/parent handbook to ensure adequate resolution of any parent or community concerns.

To keep abreast of charter school issues, EOLA maintains memberships of both the California Charter Schools Association (CCSA) and the Charter Schools Development Center (CSDC) and participates in OUSD charter school meetings. All required reports to the district have been submitted in accordance with timelines established.

Criterion 5: Fiscal Accountability

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

This area of the school's work is proficient.

The EOLA director and the board treasurer work to closely to monitor its annual budget through a budget process that adheres to required timelines. The school follows fiscal policies that provide checks and balances on major expenditures and protect against conflicts of interest.

EOLA is a locally-funded charter school and works with the OUSD Financial Services Division to ensure that fiscal reporting requirements are met. The school adheres to the audit requirements in law for charter schools, and audits are preformed in accordance with generally accepted standards. Audit reports reviewed for the past two fiscal years show no exceptions or deficiencies. The school has an appropriate amount of staff to ensure smooth operations and close monitoring of students. Facilities are clean, attractive and well-maintained. For a small school, EOLA has managed its budget well, prioritizing appropriate instructional materials, staffing, and facilities to support its students while maintaining a \$100,000 reserve.

School name: East Oakland Leadership Academy

School Quality Review	5	4	3	2	1
Overall evaluation score		X			

Criterion 1: Improving Student Achievement: A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.		5	4	3	2	1
Criterion 1 overall score:			X			
1.1	Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards		X			
1.2	Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended		X			
1.3	Demonstrates high expectations for student achievement	X				
1.4	Provides a challenging and coherent curriculum for each individual student		X			
1.5	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students		X			
1.6	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement	X				
1.7	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism		X			
1.8	Productively engages parental and community involvement as a part of the school's student support system		X			
1.9	Shares its vision among the school community and demonstrates its mission in daily action and practice	X				
1.10	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process			X		

Criterion 2: Strong Leadership: The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.		5	4	3	2	1
Criterion 2 overall score:			X			
2.1	Effectively communicates and engages stakeholders in the vision mission of the school	X				
2.2	Consistently puts into practice the educational program outlined in its charter.		X			
2.3	Generates and sustains a school culture conducive to staff professional growth			X		
2.4	Actively monitors and evaluates the success of the school's program		X			
2.5	Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer		X			
2.6	Treats all individuals with fairness, dignity and respect	X				
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate		X			
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success	X				
2.9	Abstains from any decision involving a potential or actual conflict of interests		X			
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter		X			
2.11	Engages community involvement in the school		X			

Criterion 3: A Focus on Continuous Improvement: A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.		5	4	3	2	1
Criterion 3 overall score:			X			
3.1	Uses information sources, data collection and data analysis strategies for self-examination and improvement.		X			
3.2	Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction		X			
3.3	Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter.			X		
3.4	Uses student assessment results to improve curriculum and instruction.		X			
3.5	Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement.			X		

Criterion 4: Responsible Governance: A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.		5	4	3	2	1
Criterion 4 overall score:			X			
4.1	Ensure that policies are implemented in a fair and consistent manner.		X			
4.2	Monitor the trends, issues and potential changes in the environment in which charter schools operate.		X			
4.3	Seek input from impacted stakeholders.		X			
4.4	Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter.		X			
4.5	Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status.			X		

Criterion 5: Fiscal Accountability: A charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.		5	4	3	2	1
Criterion 5 overall score:			X			
5.1	Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability.		X			
5.2	Conducts an annual financial audit which is made public.		X			
5.3	Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely.		X			
5.4	Ensures financial resources are directly related to the school's purpose: student achievement of learning goals.		X			