

East Oakland Leadership Academy
Revised Renewal Charter Petition

**Submitted to Oakland Unified School District
Office of Charter Schools
Coordinator: David Montes de OCA**

March 3, 2008

**Contact:
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Oakland, CA 94605
(510) 562-5238**

Required Signatures [Education Code Section 47605(a)]:

The attached charter merits consideration. We are hereby petitioning the Governing Board of the Oakland Unified School District (OUSD) to grant approval of the charter renewal pursuant to Education Code 4605 to enable the continuing function of East Oakland Leadership Academy (EOLA).

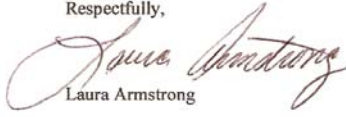
EOLA agrees to operate the school pursuant to the terms of the Charter School Act and the provisions of the school's charter. The petitioners listed on the next page certify that they are teachers who are meaningfully interested in teaching at EOLA. The Director of the school will be authorized to negotiate any amendments to the attached charter in order to secure approval by the Oakland Unified School District's Governing Board.

Required Affirmations [Education Code Section 47605(d)(1)]:

East Oakland Leadership Academy will be nonsectarian in its programs, admission policy, employment practices and all other operations. It will not charge tuition, nor will it discriminate against any pupil based on ethnicity, national origin, race, gender, gender identity, sexual orientation, or disability.

Please direct any questions regarding this charter to me at (510) 562-5238.

Respectfully,



Laura Armstrong

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East Oakland Leadership Academy

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

Introduction “All Children Can Learn”

The birth of East Oakland Leadership Academy was the result of community meetings where brainstorming concerns and issues facing our children, parents, grandparents, guardians and teachers were discussed. Our desire was to open a K-8 public charter school that would address and meet the needs of the community. Our efforts are also an attempt to assist in meeting the challenge faced by Oakland Unified in educating children.

The original East Oakland Leadership Academy founders consisted of parents, teachers, and community members of East Oakland that shared the vision of providing quality education for children in a small, safe, and nurturing environment. This result of our collaborative efforts and commitment in support of this vision was the beginning of East Oakland Leadership Academy. During the past four years East Oakland Leadership Academy has provided the tools and resources necessary for all children to achieve their maximum potential. Our goals are evident in our mission statement.

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

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

In accordance with the California Charter Schools Act of 1992, as amended (the “Charter Schools Act”), East Oakland Leadership Academy hereby petitions the Oakland Unified School District to grant this renewal for grades K-8 charter for five years from the opening day of the school in August 2008.

The Charter Schools Act states:

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

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

AFFIRMATIONS/ASSURANCES

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

- Meet all statewide standards and conduct the student assessments required, pursuant to education Code §60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]
- Be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]
- Not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ref. California Education Code §47605(d)(1)]
- Admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other equivalent document which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(1)]
- §47605 (d)(3): If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.
- At all times maintain all necessary and appropriate insurance coverage.
- Follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
- Admit all California students who wish to enroll in the School without regard to the residence of the pupil subject only to the capacity of the School.

I. Board of Trustees

Name	Telephone	Address	Start of Board Member Term	End of Board Member Term	Role	Start of Officer's Term	End of Officer's Term
Johnnie Riley	(510) 633-5124	292 Havenscourt Circle Pittsburg, CA 94565	2007	2009	Chairperson	2007	2009
Donald Stoneham	(415) 533-7741	7223 Avon Ct. Dublin, CA 94590	2007	2009	Finance	2007	2009
Sylvia Thomas	(510) 427-9959	27779 Del Norte Ct. Hayward, CA. 94545	2007	2009	Secretary	2007	2009
Phillip Tindsley	(510) 388-0716	721 Greentree Circle Fairfield, CA 94534	2007	2009	Parent Member	N/A	N/A
John Williams	(510) 326-8783	1171 Seminary Ave. Oakland, CA 94621	2007	2009	Member	N/A	N/A
Laura Armstrong	(510) 562-5238	2614 Seminary Ave. Oakland, CA 94605	2007	2009	Director	2007	2009

II. EDUCATIONAL PROGRAM AND PHILOSOPHY

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

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

A. Mission Statement

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.

B. Educational Philosophy

East Oakland Leadership Academy School's (EOLA's) goal is to provide strong academic skills in Language Arts & Literature and Mathematics to minority and socio-economically disadvantaged students. EOLA will serve inner city students in the kindergarten to eighth grades. We believe that attendance is a critical factor of academic success. EOLA 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. EOLA will provide the discipline and individualized attention necessary for success. EOLA 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.

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.

C. Students to be served by the school

East Oakland Leadership Academy (EOLA) will welcome, as space and resources are available, students currently served by the Oakland Unified School District in Grades K-8. As AB544 states as a Charter School all students throughout California are welcomed according to space availability. In year one, the Academy served grade 6 and increased enrollment in the following years according to the original charter statement, currently serving grades K-2,5-8.

East Oakland Leadership Academy will add grades 3 and 4 in order to provide successive grades (K-8) as requested by the families and community EOLA currently serves. EOLA High will open in 2008 with grade 9 and continue to add a grade each year until grades 9-12 are serving the community. It is the vision and intent of the EOLA family to provide education opportunities for academic achievement to the families of the community of East Oakland at the K-12 levels.

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

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

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

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

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

D. 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. EOLA 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.

At EOLA we believe that “All Children Can Learn.” We are 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.

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

The goal of the East Oakland Leadership Academy is to equip urban students with the literacy necessary in the 21st century - the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. The East Oakland Leadership Academy will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards. East Oakland Leadership Academy will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.

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

Life long learning begins when a student experiences a positive learning environment. It continues when positive learning experiences continue. EOLA will provide a positive learning environment by employing qualified teachers who are committed to meeting the needs of all students. All staff members will demonstrate support of the vision that “All Children Can Learn” by implementing teaching strategies that address the learning styles of all children and thereby equipping students with the skills that will enable them to experience success and a positive learning experience. EOLA will create positive learning experiences by assessing the current achievement level of each student, developing an ILP, allowing students to work in cooperative groups as well as independently and have 1to1 learning opportunities. Students that require additional learning opportunities may attend tutoring sessions.

E. How Learning Best Occurs: Small School Design

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

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

- (1) Develop academic excellence and high standards of personal and social behavior;
- (2) Learn to learn - learn how to think critically, become independent thinkers, and see learning as a life-long process;
- (3) Become knowledgeable about their own culture and history as well as other cultures and history in their urban environment;

- (4) Become knowledgeable in a second language;
- (5) Become active participants in a democratic society as contributing citizens within the school, local, and global communities;
- (6) Become more responsible for and have more control over their own learning by setting goals, planning, and managing their educational environment,
- (7) Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem;
- (8) Work in an environment that promotes learning; and
- (9) Utilize technologically advanced software to supplement the core curriculum and promote the practice of higher-level thinking skills.

- **High Expectations:** All students are also expected to meet grade level standards, maintain 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.

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, EOLA will facilitate these interactions. Moreover, each student will develop a Individualized Learning Plan as a road map for learning goals. Each plan will be customized and regularly reviewed through parent and teacher consultations.

F. 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. EOLA, as a public charter school, must administer the required standardized tests, derived from the California state standards. As a result, EOLA adopts the California state standards as our curriculum framework and adds the four school-wide outcomes such as Academic Achievement, 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 Language Learners and Special Education students, may need additional support. This extra support for English Language Learners and Special Education students is discussed later.

**EOLA SCHEDULE OF CLASSES
2008 – 2009**

SCHEDULE	SUBJECT
08:30 – 10:30	English Language Arts
10:30 – 12:30	Mathematics
12:30 – 01:00	Lunch
01:15 – 02:00	Science/PE
02:00 – 03:00	History/Art
03:00 – 04:00	Tutoring/Homework Club

Course Descriptions

ENGLISH LANGUAGE ARTS (ELA) CLASSES

ELA classes will deliver the California Content Standards for each grade level.

Teachers will use teaching strategies that will address the multiple intelligences of all students. These strategies will be implemented to teach mastery of the language arts standards including: word analysis, fluency, systematic vocabulary development, reading comprehension literary response and analysis, writing strategies and applications, written conventions, listening and speaking strategies and applications.

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

Instructional materials will include literature books from Scholastic, Rigby, and Wright Group. Each classroom will build a library of reading materials. The Holt Reading Series provides assessments for the beginning, middle and end of year.

Writing

Students will participate in thematic essay writing monthly that will allow students to engage in practical applications of the writing process and utilization of graphic organizers to help students organize and extend their writing. These themes will also allow students to practice different styles of writing such as expository, narrative, informative, persuasive, and poetry.

Dialogue journals will be utilized throughout the curriculum as an opportunity for written conversation between student and teacher. Students may write about what is important to them with the emphasis being on expressive writing. This is a great strategy for reluctant writers. The Writing Process will be implemented and integrated in the reading curriculum.

Reading

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

We believe that:

- ✓ Literacy belongs to all children
- ✓ Immersion in a print-rich environment that includes a variety of text forms supports children's literacy learning
- ✓ Reading and writing are best simultaneously, not sequentially. The learning of one enhances the learning of the other.
- ✓ Children acquire language skills, including literacy skills, in their own ways and at their own pace. The range for normal development is wider than most schools reading programs can comfortably accommodate.
- ✓ Children learn best when content is interesting and important and when they have a personal sense of purpose for learning.
- ✓ The underlying goal of all literacy learning is to create an independent reader and writer. The earlier the student is in charge of his or her literacy learning, the better.

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

- ✓ Words are everywhere, to label objects, give directions, build vocabulary, and so forth;
- ✓ Books and other written materials are everywhere and accessible;
- ✓ Instructional periods are long enough to allow children to focus, deal with setbacks and frustrations, and reflect;
- ✓ Children converse spontaneously with one another about their reading and writing.
- ✓ Children are read to frequently
- ✓ Children read frequently
- ✓ Grades 6-8 will read at least 10 chapter books yearly

Each student will be challenged to be responsible for his or her learning, to set individual learning goals, and to try as hard as he or she can.

When children experience the pleasures and intrinsic rewards of thoughtful reading they will learn to value reading for its own sake, rather than as a means of winning approval through high grades or some tangible prize or reward. Reading instruction that focuses on enjoying stories and thinking about ideas the stories contain can motivate students to become lifelong readers who approach ideas with curiosity and confidence. This type of motivation will be addressed at EOLA by:

- ✓ Teachers frequently reading aloud so that even students with low reading skills can experience good literature;
- ✓ The literature will connect to children's lives or concerns;
- ✓ Concrete activities will be designed to engage students in discussions about compelling issues raised in the stories and/or relate the stories to other aspects of the curriculum
- ✓ Open-ended activities will allow each student to be optimally challenged and to achieve success as defined by his or her own abilities;
- ✓ Activities will allow for children choice and peer interaction;
- ✓ Activities will increase the student's understanding and/or connection to their own lives, their classmates, and people in variety of communities beyond their own

MATH CLASSES

All students newly enrolled at EOLA will be given a math assessment to identify student levels according to state standards, ie (Meet, Approaching, Below). The Math Steps Assessment will be used for computation skills assessment. The Glencoe assessment will be used for pre algebra and algebra.

The math curriculum will follow state and district guidelines and will be sequenced according to the students needs as indicated by previous test scores, teacher observations and assessments.

Students will be introduced to math concepts by brainstorming using the graphic organizer - KWL, exploration using manipulatives, teacher directed instruction incorporating real life applications, cooperative practice, individual practice, whole group discussion, projects incorporating real life application, and assessments.

Math strands, a concept developed by Donna Goldenstein (HUSD), will be used as a tool to develop and reinforce an understanding of the five math strands in which the state standards are comprised of. The five math strands are: number sense, measurement & geometry, probability & statistics, algebra & functions, and mathematical reasoning. Each work sheet consists of a word problem related to each math strand and requires utilization of at least one problem solving strategy. Problem solving strategies include: estimation, illustration, written explanation, graphing, making a list, making a model, looking for a pattern, using logical reasoning, reasonable answers guess and check, working backward, and solving a simpler problem.

Algebraic thinking is a concept that will prepare students for algebra. It will be implemented at each grade level. This will help students master key algebraic skills and understand mathematical concepts through investigative study and simulating problem solving. Students will be encouraged to work cooperatively to explore patterns, develop problem solving techniques, and make algebraic connections. Students will begin with motivational real-life tasks and use a model to learn an algebraic pattern. Learning will go to the next level, when students will use the pattern to complete a set of data, make generalizations, and apply algebraic thinking. This strategy will motivate students to sharpen their thinking skills and at the same time prepare them for taking standardized math tests.

Other resources that will be used in the math curriculum include: Math Steps; Pre-Algebra Makes Sense Series and Algebra Makes Sense Series: Dale Seymour; and Math Land manipulatives.

Science / Health

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

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

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

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

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

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

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

History - Social Studies

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

Our goals will include enabling students to see the connection between the ideas and behavior, between the values and ideals that people hold and the ethical consequences of those beliefs. Students will learn about the cultures, societies, and economic systems that prevail in other parts of the world and to recognize the political and cultural barriers that divide people as well as the common human qualities that unite them.

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

The social science standards will be integrated with culturally focused thematic units. In the primary grades students will explore the neighborhood and city engaging in activities related to geography, economics and local history. Students will read, hear, and discuss biographies, myths, fairy tales, and historical tales to fire their imagination and wet their appetite for understanding how the world came to be as it is.

The thematic units will allow students to use a variety of non-textbook materials to think about what they are studying and to see it in a broader scope. The History-social studies curriculum will be sequential and chronological through the grades. This will allow teachers to build on past subject matter by reviewing, adding different themes and concepts while increasing the level of understanding.

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

Leadership Skills

The following school programs will promote leadership skills in EOLA students.

The Peer Mentor Program is designed to actively involve our youth in the school community and empower them to make positive changes in their lives and in the lives of their peers. There are five components to the Peer Mentor Program:

- *Peer Counseling – Students will demonstrate the ability to listen and give support to peers with similar emotional issues.
- *Peer Educator – Students will make classroom presentations on cultural awareness, and prevention issues for youth.
- *Peer Tutorial – Students will tutor students individually at grade level and in small groups in lower grades. This will take place during and after school.
- *Conflict Resolution – Students will work with peers and assist in resolving conflicts
- *Student Government/student council/student advisory board – Students will participate in the governance of the school and give input on various issues.

The Peer Mentor program will provide an opportunity to involve students in the education of others, to serve as a positive role models and promote safer behaviors among their peers. These opportunities will help build leaderships skills including problem-solving, independent thinking, and public speaking.

Creative Expression

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

Technological Literacy is an integral part of preparing the 21st century learner. Student will require basic computer skills by 8th grade.

Dual Language

Students will acquire basic conversational Spanish skills as resources become available.

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

G. Plan for Students Who Are Academically Low Achieving

EOLA intends for all students to reach high levels of achievement, but will do so with minimal tracking of students. The philosophy will be to place students in rigorous curriculum and provide the necessary support for them to learn. The design of EOLA will itself facilitate learning for students with difficulties. First, the small school atmosphere will increase the personalized attention available. When combined with the curriculum and culture of high expectations, student performance will improve significantly.

For students who arrive at EOLA significantly below grade level in either reading or mathematics or who require additional time to master the curriculum, EOLA will create with the parents and student an individualized learning plan to allow more instructional support in the area(s) of need.

H. Plan for English Language Learners

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

English language learners will be enrolled in regular classes and will receive supplementary instruction to learn English. EOLA will meet all requirements of federal and state law to provide equal access to the curriculum for English language learners. The goal will be high-quality instructional programs and services for English learners that allow them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills will be assessed. These policies and procedures, including the use of a home language survey and mandatory CELDT testing as required by law, will be included in the registration packet and will help identify students who need assistance. When a language other than English is listed on the survey, students will be administered the California English Language Development Test (CELDT). The test is designed to evaluate each student's listening, reading, speaking and writing skills in English. The results from the test will be shared with the student's parents and teachers. These students will be instructed in English by teachers who are trained to work with English Language Learners. EOLA English Language students will be prepared with the skills in English and mathematics to meet California State Standards. EOLA will utilize confirmed state standards for measuring the progress of students.

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

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

I. Plan for Special Education

Governing Law: California Education Code 47642.

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

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

Special Education Assurances

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

- EOLA assures that students with disabilities are identified and that their needs are evaluated and served in compliance with all applicable laws.
- No student will be denied admission to EOLA based on disability.
- The school will implement a Student Study Team process by which to help identify and serve its special education students and to find ways to serve other students who don't qualify for special education.

- Delivery of the services at the site of the school unless the IEP team recommends an alternative solution and/or there is a legitimate educational reason for providing the services elsewhere.
- Any student who is potentially in need of Section 504 services is the responsibility of the school.
- The school will notify OUSD when it enrolls or dis-enrolls special education students.

EOLA recognizes its responsibility to enroll and assist students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. EOLA is committed to providing the fullest inclusion and least restrictive environment that enables students with disabilities to participate in both the academic and community aspects of EOLA.

EOLA will adhere to all laws affecting individuals with exceptional needs, including all provisions of PL 94-142, the Individual with Disabilities Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. All students will be given equal access to the school regardless of disabilities, and EOLA will not discriminate against any student based on his/ her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education. EOLA will provide appropriate services for the exceptional needs student according to the plan developed pursuant to Education Code Section 56710, and in compliance with the California Master plan for Special Education (Education Code Section 56000 et.seq.). For purposes of Special Education, EOLA has elected to be a public school within OUSD Pursuant to Education Code Section 47641(b). As a public school of the District, EOLA shall seek an Agreement with OUSD to ensure that the needs of EOLA students are met in compliance with the IDEA.

EOLA envisions an ideal arrangement to be as follows:

- 1) EOLA retains all state and federal special education funding received from the SELPA for EOLA students.
- 2) EOLA students with special education needs will receive services in accordance with their individualized education programs (IEPs) in the same manner as special education services are coordinated between the District and its non-charter public schools.

For purposes of special education, EOLA has elected to be a public school within OUSD pursuant to Education Code Section 47641(b). As a public school of OUSD, EOLA will seek an Agreement with OUSD outlining the services and funding necessary to ensure that the needs of EOLA students are met in compliance with the IDEA. EOLA will work out an agreed arrangement to be as follows:

- 1) OUSD retains all state and federal special education funding received from the SELPA for EOLA students.
- 2) OUSD and EOLA shall provide EOLA students with special education services in accordance with their individualized education programs (IEPs) in the same manner as special education services are coordinated between the District and its non-charter public schools.
- 3) EOLA will contribute an equitable share of funding to support special education costs through payment of an amount based on student Average Daily Attendance (ADA) at EOLA. If OUSD is unable to provide special education services to EOLA students, EOLA will provide special education services through the Oakland Charter School Consortium that provides special education services to American Indian Public Charter School, East Oakland Leadership Academy and Unity High School if agreed to in a Memorandum of Understanding.

EOLA will work in cooperation with all local education agencies (LEAs), special education local agencies (SELPA) and EOLA' SST to ensure that a free and appropriate education is provided to all EOLA students with exceptional needs. EOLA will be responsible for any evaluation and service required by the Americans with Disability Act or by section 504.

In adherence to Section 504 of the Rehabilitation Act of 1973/Public law 93-112, a comprehensive law that addresses the rights of persons with disabilities, EOLA will eliminate barriers to education programs and services, increasing building accessibility, and establishing equitable employment practices are thoroughly and specifically addressed in Section 504 regulations. Our adopted regulation makes it clear that the failure to provide a free appropriate public education to a student with disabilities covered by Section 504 is discrimination which violates the Act.

Eligibility

To qualify for protection under Section 504, the student must have a physical or mental impairment that substantially limits a major life activity such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working.

Three questions to consider in determining whether a person's impairment substantially limits one or more major life activities:

What is the nature and severity of the impairment? (2) How long will it last or is expected to last? (3) What is its permanent or long-term impact or expected impact? Temporary, non-chronic impairments that do not last for a long time and which have little or no long-term impact usually are not considered to be "disabilities".

III. MEASURABLE PUPIL OUTCOMES

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

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

A. Measurable Student Outcomes

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:

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 Oakland Unified School District rankings as the norm.

Compare the School's California Academic Performance Index Similar School's rank to the Oakland unified School District rankings.

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.

3. A high student attendance rate using Oakland Unified School District as a norm.

Compare the School's annual attendance rate to the Oakland Unified School District

Benchmark: An attendance of at least 90% will be achieved by EOLA annually, as reported to the District and state.

4. Students will meet at least on ILP goal yearly.

Benchmark: a minimum of Ninety percent (90%) fo EOLA Students will meet at least on of their established ILP goals annually, as demonstrated through documentation maintined by the school of each student's established ILP goals each uyear that evidence student attainment each year of at least one established ILP goal.

5. Student test scores on CA mandated statewide STAR test 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 bya 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.

B. Research-Based Instructional Strategies

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

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

C. Focus on Results

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

D. Methods of Assessments

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

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

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

Content Area	Subject Matter	Internal Assessment Measures	External Assessment Measures
Core Subject Areas	English Language Arts	Reading assessments 3x per year Writing assessment 2x per year Exhibitions 2x per year Ongoing content assessments ILP	CAT-6 CST CELDT
	Mathematics	Pre Assessment 1x per year Ongoing content assessments ILP	CAT-6 CST
	Social Studies	Oral presentation 1x per year Ongoing content assessments	CST where applicable
	Science	Ongoing content assessments Oral presentation 1x per year	CST where applicable
	Health	Ongoing content assessments	CA physical fitness test
Non-Core Subject Area	Leadership	Exhibition 2x per year	
	Arts	Ongoing content assessments Ongoing portfolio assessments	

E. Use and Reporting of Data

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

EOLA will distribute a satisfaction survey to all families and legal guardians of students. It will be the formal means of collecting information on the effectiveness of school outreach and information dissemination, while providing the opportunity for families to express their views on the EOLA educational experience. EOLA will be accountable to multiple constituencies: students and their families, its Board of Trustees, OUSD, and the California State Department of Education. Accountability to each of these constituencies includes fiscal and academic performance.

Pupil Outcome Goals	Assessment
1. Meeting/Exceeding the requirements of NCLB Act.	All EOLA students will strive to meet or exceed state standards and show annual growth. Benchmark: Meet annual AYP targets.
2. A high rank on the California Academic Performance Similar Schools Index by third year using Oakland Unified School District rankings as the norm.	Compare the School's California Academic Performance Index Similar School's rank to the Oakland Unified School District rankings. Benchmark: CA Similar Schools API Ranking of 4 or better achieved by the third year of charter term and sustained or improved through the fifth year of the charter term.
3. A high student attendance rate using Oakland Unified School District as a norm.	Compare the School's annual attendance rate to the Oakland Unified School District. Benchmark: An attendance rate of at least 90% will be achieved by EOLA annually, as reported to the District and the state.
4. Students will meet at least one ILP goal yearly.	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 on CA mandated statewide STAR tests 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.

IV. GOVERNANCE STRUCTURE

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

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

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

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

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

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

This Board of Trustees is composed of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members have, among other things, experience in education, business, technology, facilities, leadership development and organizational development. A list of our board members is included in the supplemental information package.

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

The Board 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 EOLA
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 EOLA.

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

East Oakland Leadership Academy Board Policies (Brown Act)

ADVANCE NOTICE

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

RIGHT TO COMMENT

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

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

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

**RIGHT TO HAVE PUBLIC BUSINESS
CONDUCTED IN PUBLIC**

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

V. HUMAN RESOURCES

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

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

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

A. Administrator Qualifications

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

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

B. Teacher Qualifications

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

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

C. Recruitment

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

D. Professional Development

EOLA believes that it is possible to attract and retain talented teachers by sharing an exciting vision committed to excellence and creating a professional environment where staff can learn and grow along with their students. To that end, EOLA invests heavily in professional development for our staff. All teachers participate in a yearly summer institute training which includes Math and English strategies. Also covered will be strategies for assessing ELL students.

E. Dispute Resolution Procedures

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

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

Disputes between EOLA and the OUSD

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

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

Disputes Arising from Within the School

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

OUSD 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.

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

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

F. Employee Representation

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

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

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

G. Rights of School District Employees

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

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

EOLA has the right to hire and not rehire staff, without regard to seniority. All staff will be given annual contracts and will work under Personnel Policies formulated by the EOLA Board of Trustees.

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

VI. HEALTH AND SAFETY

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

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

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

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to contacting family members in case of an emergency
- Policies relating to preventing contact with blood-borne pathogens and other communicable diseases.
- A policy requiring that instructional and administrative staff receive training in emergency response, including CPR and First Aid.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school who is required by law will submit to a Department of Justice background check and furnish a criminal record summary as required by Education Code Section 47605 (b)(5)(F).

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

VII. STUDENT ADMISSIONS AND ATTENDANCE RELATED POLICIES

A. Means to Achieve Racial and Ethnic Balance of District

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

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

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

B. Enrollment Requirements

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

Admission requirements, if applicable.

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

First, we will recruit from our existing families whose children attend East Oakland Leadership Academy (K-2, 5-8). This population exerts considerable effort recruiting students from inner-city middle schools and community student programs.

Second, if the number of students interested in attending EOLA exceeds the school's capacity, 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 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.

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

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

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

April–June

Extensive student outreach

June

Deadline for student applications

Student enrollment determined (public random lottery per law if more students apply than school capacity).

Students notified of enrollment/wait list status.

July

Students accept/reject enrollment.

Incoming Class is finalized.

Orientation Letters sent regarding EOLA’s dates and School policies.

August

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

C. Pupil Suspension and Expulsion

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

The procedures by which pupils can be suspended or expelled.

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

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

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

As appropriate, students will be given modifications and appropriate consequences for behavior violations. If necessary, students will be suspended from class while remaining on campus. Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question. The school director may, pursuant to the school’s adopted discipline policies, ultimately suspend students who fail to comply with the terms of the student policies.

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

D. Attendance Alternatives

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

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

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

VIII. Financial Planning, Reporting/ Accountability

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

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

A. Audits

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

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

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

B. Financial Reporting

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

EOLA Board of Trustees will develop financial planning, reporting systems and budgets. The Director will produce monthly financial reports and internal controls to ensure fiscal responsibility. This will ensure that

the internal control mechanisms address legal compliance, government access to records, accounting procedures, cash management, and budget development, financial reporting, and property management.

C. Insurance

EOLA 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. EOLA has obtained quotes from State Compensation Insurance Fund of California and other sources for budgeting purposes. EOLA agrees to hold harmless OUSD regarding liability issues.

D. Insurance Requirements

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

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

E. Administrative Services

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

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

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

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

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

F. Facilities

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

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

G. Transportation

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

IX. Closure Procedures

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

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

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

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

A. Documentation of Closure Action

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

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

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

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

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

C. Notification to Parents and Students

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

Parents will be provided with a certified packet of student information that may include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school.

D. Notification to Receiving Districts

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

E. Student and School Records Retention and Transfer

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

F. Financial Close-Out

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

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

G. Dissolution of Assets

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

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

X. IMPACT ON THE CHARTER AUTHORIZER

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

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

EOLA will be an option to Oakland families. We are assuming that there will be an impact on Oakland Unified School District. We estimate that 50 students from OUSD will attend EOLA (50 students X 4900 ADA) = 245,000.

EOLA currently serves K-2, 5-8. In an effort to meet the needs of the community and families we serve, we will add grades 3 and 4 in year one. Although we anticipate low enrollment in these grades during the first year, as in the case of growing schools, we will expect to reach our goal of 200 students by year five.

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

The founding group does not foresee any civil liability in regards to EOLA or OUSD. EOLA will not access or rely on the District for favors, services, or support in day-to-day operation of the charter school. The term of this charter will begin on July 1, 2008, and expire five years later on June 30, 2013.

All written communications between EOLA and OUSD should be sent by First Class Mail to the following addresses:

1. East Oakland Leadership Academy
2614 Seminary Ave.
Oakland, CA 94605

2. Oakland Unified School District
Charter Schools Division
1025 Second Ave.
Oakland, CA 94606

XII. CHARTER RELATED ISSUES

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

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

Severability

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

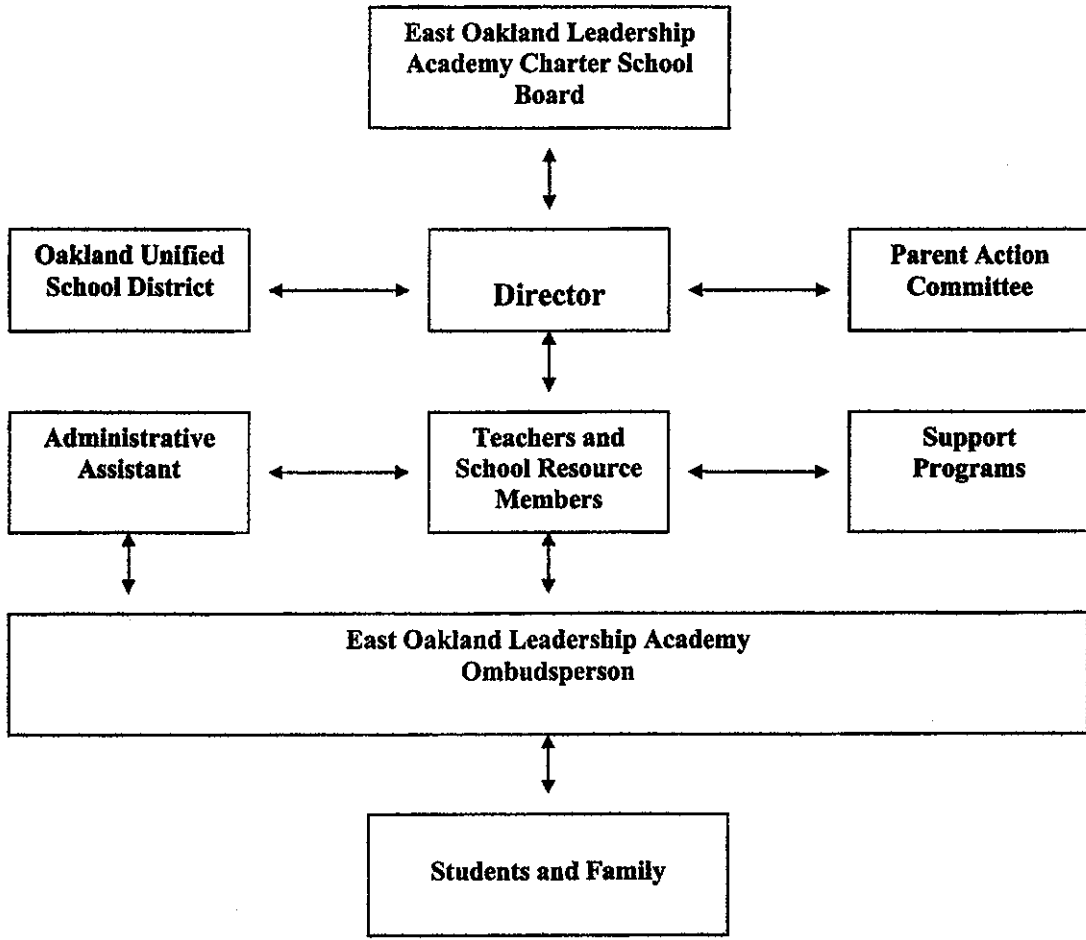
Notice

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

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

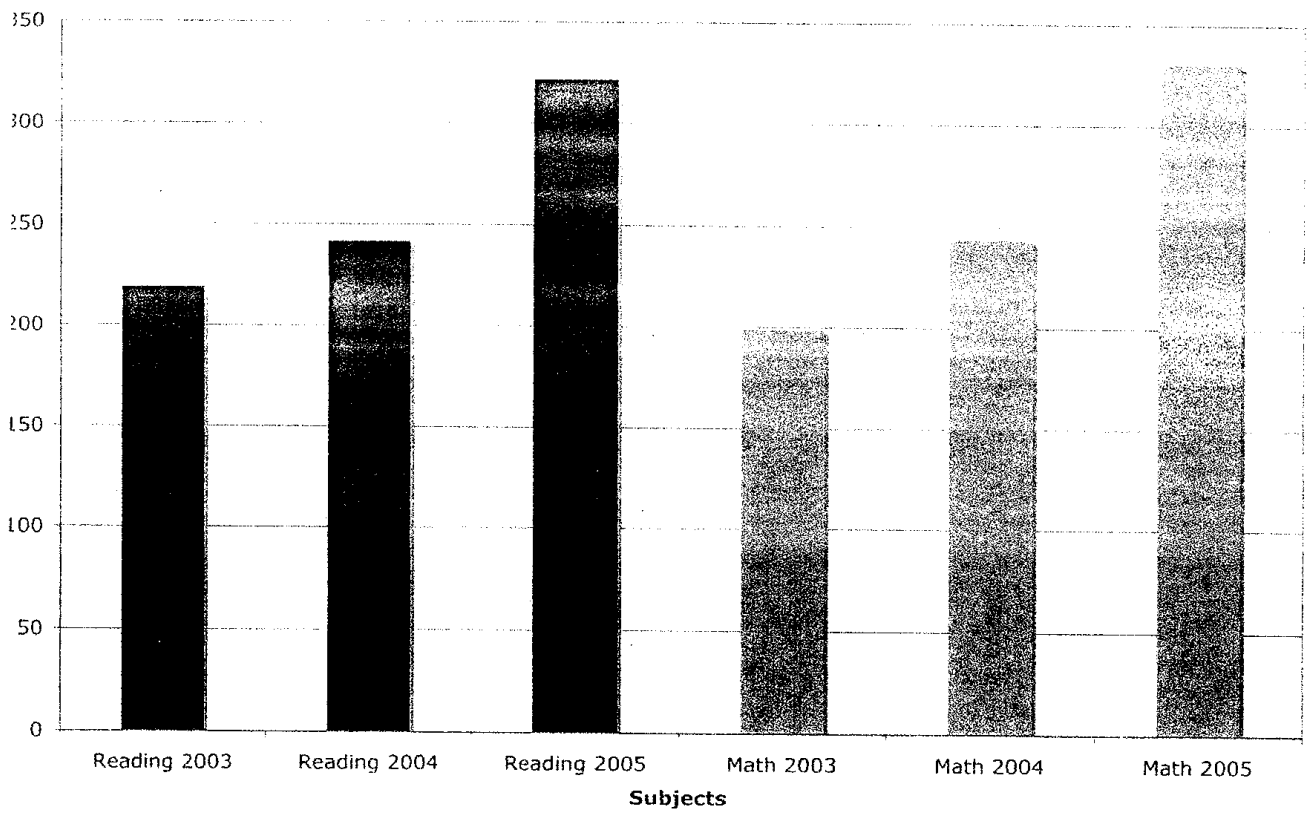
APPENDICES

APPENDIX A
EOLA Flowchart

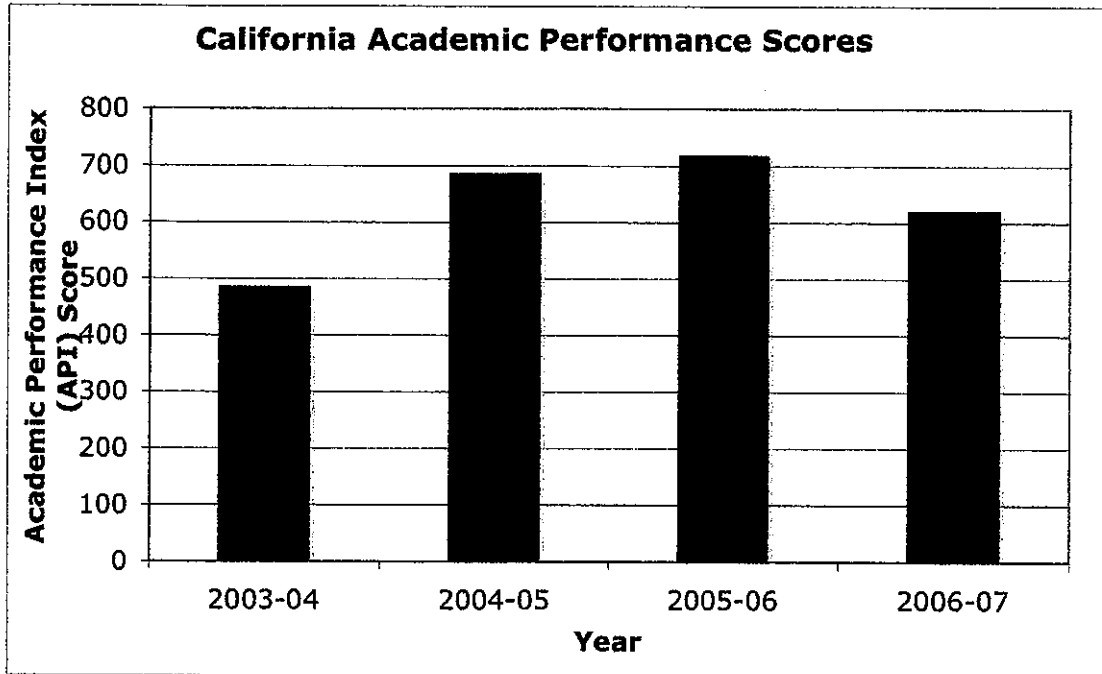


APPENDIX B
EOLA- Academic Achievement

8th Grade STAR Test Scores



EOLA Overall Academic Performance Index Score 2003-2007



Year	API Score	Met Growth Target/NCLB
2003-04	486	Yes
2004-05	687	Yes
2005-06	719	Yes
2006-07	621	No

During the first 3 years of operation EOLA served grades 6-8 as a growing school. During these years EOLA increased API scores by more than 200. East Oakland Leadership Academy Public Charter School students have exceeded the student standards set by the No Child Left Behind Act each year.

EOLA met AYP each year with the exception of 2006-2007. One factor that contributed to this exception was the closure of low performing schools in the district, including some charter schools. As a result the number of new enrollees in 2006 and their demographics changed drastically. Fifty percent of EOLA's student population were new enrollees. Eighty percent of the new enrollees were Far Below / Below in basic skills on the STAR assessment and sixty five percent were at Beginning or Early Intermediate level on CELDT assessment. Note: The first cohort of students graduated and two new grades of new students were added (grades 5&6).

"Raising the bar" for EOLA students was another contributing factor to this exception. As indicated in the chart above, EOLA students exceeded the student standards set by No Child Left Behind in 2003-2004, 2004-2005 and 2005-2006. Our commitment to preparing EOLA students to continue exceeding these standards at the next level lead to a change in our curriculum. Once students demonstrated basic acquisition in general math skills seventh graders began instruction in Pre Algebra and eighth graders began instruction in Algebra. The bar was also raised in assessment. The Algebra assessment was given instead of general math. As a result there was a decrease in math results which can not be compared to the previous year even though it lowered our API and as a result AYP was not met. As EOLA continues to grow, fluctuations may occur but students will demonstrate adequate yearly academic and social growth. Growth is made each year and students do matriculate to the next level on both the STAR and CELDT exams. Even though AYP was not met, EOLA's API of 6 still meets and in some cases exceeds district schools.

APPENDIX C
Letters of Recommendation



Oakland Unified School District
THE NEW SCHOOL DEVELOPMENT GROUP
4521 Webster St. Oakland CA 94609 (510) 879-2144

East Oakland Leadership Academy
2614 Seminary Ave.
Oakland, CA 94605

1/29/07

Dr. Armstrong and the Staff of East Oakland Leadership Academy.

We are writing this letter to express our tremendous appreciation and deep admiration of the fine work happening at your school. It is a wonder that in just a few short years you have accomplished so much towards closing the achievement gap and improving the academic performance of your students. Your model approach to teaching and learning at the middle grades and your expressed commitment to ensuring that every single student will achieve at high levels has left us with an inspired hope for the future of each child attending your small school.

As part of Oakland Unified Schools new school design wing, we visit many schools, and discuss many different learning environments, and it is without question that your school has inspired our department to seek a deeper understanding of the compelling argument you make for doing things differently in public education. We see your standards for learning, your appreciation for the need to develop meaningful and continuous relationships between teachers and students, and your steadfast belief that hard work and constant improvement is a recipe for success. Your school has taken bold moves to support the achievement of students who have historically been underserved and left with few viable options for a free, public education, and it is clearly paying off.

You have been a gracious host to the guests we have brought through your school and opened your doors to share the gifts of your learnings so that we may benefit from your experiences in the hopes that we may take advantage of all that you've found to make a difference in educating our children. We can't thank you enough for welcoming us and we look forward to an opportunity in the near future to share the manifestation of all that we have learned as these visits inform the programs and practices we hope to invest in future school design.

May the community of Oakland continue to reap the benefits of your courageous work for many years to come and we wish you the best in your aspirations to continue to succeed and grow.

Respectfully,

David Montes de Oca
New School Development Group
Oakland Unified School District

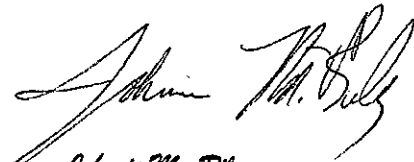
November 15, 2007

Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

Dear Oakland Unified Board of Directors:

It is with great pleasure that I am able to write this letter in support of the charter renewal for East Oakland Leadership Academy. I have served the community of Oakland for thirty years. I have seen prosperity and misfortune in our community and city at large. My concern has always been for the youth in our city because they are our future. I commend Dr. Armstrong and the staff of East Oakland Leadership Academy for their dedication and commitment to serving the children and families of East Oakland. During my tenure as Chairperson, I have observed young men turn their lives around by changing their focus from street issues to self issues, namely getting an education. With some many distractions bombarding our youth today, there needs to be more opportunities to lead and guide them in a direction that will lead them to become self sufficient positive contributors to society at large. When you look at the history of success at East Oakland Leadership Academy, I know you will be gracious to renew this charter.

Sincerely,



*Johnnie M. Riley
EOLA Board Chairperson*

3637 Magee Ave.
Oakland, Ca. 94619
Tel. 510.482.6000
Fax 510.482.6002

**American Indian
Public Charter School**

February 7, 2007

Dr. Laura Armstrong
East Oakland Leadership Academy
2614 Seminary Avenue
Oakland, CA 94605


Dear Dr. Armstrong:

It is a pleasure that I write this letter of support for East Oakland Leadership Academy. East Oakland Leadership Academy opened in 2004 with one sixth grade class and another grade level was added each year until the school had 6th through 8th grade.

In spite of these challenges East Oakland Leadership Academy continues to meet and exceed their prior year academic performance. East Oakland Leadership Academy has gone from an API of 486 in 2004 to a 719 in 2006. This is proof of the hard work and dedication of the EOL staff. They are meeting the goals of the No Child Left Behind Act. Therefore, East Oakland Leadership Academy should have their charter renewed by the State Administrator of Oakland Unified School District.

I commend East Oakland Leadership Academy for their success and support them in their efforts to renew their charter and to continue to serve the children of East Oakland.

With Integrity, ,


Dr. Ben Chavis, Ph.D.
Director

CENTER OF HOPE COMMUNITY CHURCH

"A Church For All People"

BISHOP ERNESTINE C. REEMS, Founder/Pastor

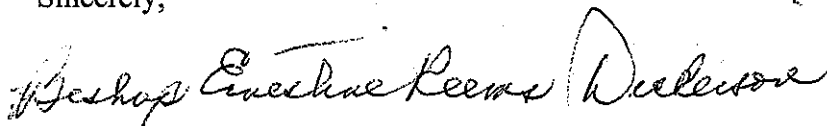
January 9, 2007

To Whom It May Concern:

It is my pleasure to write this letter of support for Dr. Laura Armstrong and the East Oakland Leadership Academy. East Oakland Leadership serves children in the community with needs that go beyond reading and math. Dr. Armstrong and the staff of East Oakland Leadership Academy strive to meet every need as they develop young minds and leadership skills in the children they serve.

My prayer is that Dr. Armstrong continues to serve our youth as they become good citizens and productive members of society.

Sincerely,



Bishop Ernestine Reems Dickerson

Joanna Elizabeth Gritz
3150 Minna Avenue Oakland, CA 94619
Phone 510-534-6226 Cell 510-914-1222
Email jeg1976@aol.com

January 9, 2007

To: EOLA - Attn: Dr. Armstrong
RE: Leon Gritz
Fax: 562-5239 One Page Total

Dear Dr. Armstrong,

I wanted to write you to thank you for everything that EOLA has done for my son, and our family.

Sending Leon to EOLA was the perfect decision for him. He was having a hard time in math and since coming to EOLA his grades overall have improved (especially his math). I know that having him go to the Charter School was a better decision than the Public school where he would just be passed through rather than having all the help and interest in his education that he has received at EOLA. He has flourished in the enclosed and very structured environment there. It truly does take a village to raise a child and I'm very happy that EOLA has taken such interest in my child and all of our children. EOLA also introduced Leon to Karate to fulfill the gym requirement, this has become his passion and I believe has strongly influenced his character in every aspect of his life.

EOLA has been there when Leon's grandfather who helped take him to school and pick him up passed away. Both the staff and kids were all very supportive and made things a lot easier for Leon and our family.

EOLA has been part of the reason that my only "complaints" about my son are that he doesn't clean his room as much as I'd like, talks back a bit at times, and likes to talk on the phone instead of helping around the house. For this I thank you. I could have REAL problems with my child, like many others do here in Oakland.

We are very blessed that EOLA was there when it was needed and hope that you are able to continue to help other children.

Thank you,

Joanna Gritz



Frohm's Martial Arts

5864 Foothill Blvd., Oakland Ca. 94605, Phone: 510-632-8326, email: akr264@aol.com

To whom it may concern,

My name is Ernest L. Frohm III. I am the Head Instructor and owner of Frohm's Martial Arts, located at 5864 Foothill Blvd. in East Oakland CA. I have had the privilege of being the Physical Education teacher for EOLA for close to four years now and I feel honored to be a part of such a strong and compassionate team of individuals.

Dr. Armstrong has created an environment where everyone from students to teachers understand that the bar for expectations must be equal to that of a child's potential and beyond. The children are made to feel very comfortable to talk to their teachers and staff, creating an atmosphere similar to that of a family. This is exactly what is needed for a successful school in our area. All of the elements needed in the encouragement of higher learning are already in place. "When our preparation meets their opportunity, that's when our success begins." Here at EOLA, even the 5th and 6th graders are put on a path of not only stepping into high school, ready for advanced placement classes, but continuing towards embracing college.

The energy and enthusiasm that the teachers bring to EOLA shows in the work ethic that students display. The children are taught to care about how well they are doing in their studies and are accountable for their grades, relationships with peers and behavior. I have seen tremendous growth in many of the children since their beginning at EOLA.

Many of the students with issues involving: anger, isolation, and low self esteem have been able to connect with staff and even peers. This enables them to leap social hurdles that may have been overlooked if not for the small and intimate setting at EOLA.

Our community needs and deserves East Oakland Leadership Accademy. We know that, "The fruit is only as sweet, as the roots go deep." That's why our roots are strong, planted in fertile ground, and these youth are the fruit of our labor.

As a recent recipient of the Jefferson Award, I strongly support and encourage EOLA in their endeavor for renewal of their charter.

Sincerely,

Ernest Leon Frohm III, Frohm's Martial Arts

**APPENDIX D
EOLA Budget**

East Oakland Leadership Academy Annual Operating Budget		
Major Assumptions:		
Number of Students	150	Assume K-8, 7 classes of 20-25 per grade
Facility Square Footage	9,750	Assume 65 square feet per student
Student: Teacher Ratio	20:01	
Average Teacher Salary	42,000	
REVENUES		
State and Local Foundation Aid	\$735,000	Assume \$4,900 per student
State Categorical Funding	\$63,900	Assume \$426 per student
Federal Categorical Funding	\$76,950	Assume \$513 per Student
Grants and Fundraising	\$116,000	
Total Revenues	\$991,850	
EXPENDITURES		
Salaries		
Director	\$75,000	
Teachers	\$294,000	7 teachers at average salary of \$42,000
Instructional Aides	\$35,000	1 at \$35,000
Secretary	\$35,000	1 at \$35,000
Substitute Teacher	\$7,000	
Special Education Specialist	\$42,000	1 at \$42,000
Benefits		
Retirement	\$17,000	
Health	\$25,380	Assume \$235/month per employee
FICA	\$27,229	Assume Medicare and Social Security
Other	\$9,464	Assume Workers comp and other payroll costs
Books and Supplies		
Texts and Instructional Materials	\$21,000	Assume \$100 per student
Other Books	\$11,250	Assume \$75 per student
Classroom paper and supplies	\$15,000	Assume \$140 per Student
Office Supplies	\$3,300	Assume \$275 per month
Janitorial Supplies	\$600	Assume \$50 per month
Services and Contracts		
District Oversight Fee	\$8,759	Assume 1% of Revenue
Custodial	\$15,000	Assume \$1,250 per month
Bookkeeping & Audit	\$30,000	Assume \$2,500 per month
Legal	\$8,000	Assume \$6,000 retainer, \$2,000 reserve
Liability & Property Insurance	\$3,100	
Waste Disposal	\$1,044	Assume \$87 per month
Student Testing & Assessment	\$3,750	Assume \$25 per student
Staff Development	\$12,000	Assume \$1,500/teacher plus director
Special Education	\$24,000	Assume \$200 per student average cost
Travel & Conferences, Board Retreat	\$2,500	
Postage	\$120	Assume \$10 per month
Copier Lease	\$4,200	Assume \$350 per month
Nurse	\$3,500	
Facilities and Capital		
Rent/Lease/Mortgage	\$135,600	
Replace Furnishings & Equipment	\$15,000	Assume \$100 per student
Gas/Electric	\$7,020	Assume \$585 per month
Phone	\$2,760	Assume \$230 per month
Maintenance	\$7,200	Assume \$600 per month
Total Expenditures	\$901,776	
Surplus (Deficit)	\$90,075	

East Oakland Leadership Academy Five Year Budget Projection

	Current Year	Year 2	Year 3	Year 4	Year 5
Assumptions					
Revenue Growth		0.025	0.025	0.025	0.025
State & Local Government Price Deflator (COLA)		0.025	0.025	0.025	0.025
Number of Additional Students/Staff		25/1	25/1	0/0	0/0
ESTIMATED REVENUES					
State and Local Foundation Aid	\$735,000	\$878,938	\$1,004,500	\$1,029,613	\$1,055,353
State Categorical Funding	\$63,900	\$76,414	\$87,330	\$89,513	\$91,751
Federal Categorical Funding	\$76,950	\$92,019	\$105,165	\$107,794	\$110,489
Grants and Fundraising	\$116,000	\$118,900	\$121,873	\$124,919	\$128,042
Total Revenues	\$991,850	\$1,166,271	\$1,318,868	\$1,351,839	\$1,385,635
EXPENDITURES					
Salaries					
Director	\$75,000	\$76,875	\$78,797	\$80,767	\$82,786
Teachers	\$294,000	\$336,000	\$378,000	\$387,450	\$397,136
Instructional Aides	\$35,000	\$35,875	\$36,772	\$37,691	\$38,633
Secretary	\$35,000	\$35,875	\$36,772	\$37,691	\$38,633
Substitute Teacher	\$7,000	\$7,175	\$7,354	\$7,538	\$7,727
Special Education Specialist	\$42,000	\$43,050	\$44,126	\$45,229	\$46,360
Benefits					
Retirement	\$17,000	\$17,425	\$17,861	\$18,307	\$18,765
Health	\$25,380	\$28,200	\$31,020	\$31,796	\$32,590
FICA	\$27,229	\$27,910	\$30,935	\$33,960	\$36,985
Other	\$9,464	\$9,701	\$9,943	\$10,192	\$10,446
Books and Supplies					
Texts and Instructional Materials	\$21,000	\$21,525	\$22,063	\$22,615	\$23,180
Other Books	\$11,250	\$13,125	\$15,000	\$15,375	\$15,759
Classroom paper and supplies	\$15,000	\$15,375	\$15,759	\$16,153	\$16,557
Office Supplies	\$3,300	\$3,383	\$3,467	\$3,554	\$3,643
Janitorial Supplies	\$600	\$615	\$630	\$646	\$662
Services and Contracts					
District Oversight Fee	\$8,759	\$10,474	\$11,970	\$12,269	\$12,576
Custodial	\$15,000	\$15,375	\$15,759	\$16,153	\$16,557
Bookkeeping & Audit	\$30,000	\$30,750	\$31,519	\$32,307	\$33,114
Legal	\$8,000	\$8,200	\$8,405	\$8,615	\$8,831
Liability & Property Insurance	\$3,100	\$3,178	\$3,257	\$3,338	\$3,422
Waste Disposal	\$1,044	\$1,070	\$1,097	\$1,124	\$1,152
Student Testing & Assessment	\$3,750	\$4,375	\$5,000	\$5,125	\$5,253
Staff Development	\$12,000	\$13,500	\$15,000	\$15,375	\$15,759
Special Education	\$24,000	\$35,000	\$40,000	\$41,000	\$42,025
Travel & Conferences, Board Retreat	\$2,500	\$2,813	\$3,126	\$6,252	\$6,408
Postage	\$120	\$125	\$145	\$145	\$150
Copier Lease	\$4,200	\$4,305	\$4,413	\$4,523	\$4,636
Nurse	\$3,500	\$3,588	\$3,677	\$3,769	\$3,863
Facilities and Capital					
Rent/Lease/Mortgage	\$135,600	\$142,380	\$149,499	\$156,974	\$164,823
Replace Furnishings & Equipment	\$15,000	\$17,500	\$20,000	\$20,500	\$21,013
Gas/Electric	\$7,020	\$7,196	\$7,375	\$7,560	\$7,749
Phone	\$2,760	\$2,829	\$2,900	\$2,972	\$3,047
Maintenance	\$7,200	\$7,380	\$7,565	\$7,754	\$7,947
Total Expenditures	\$901,776	\$974,764	\$1,051,642	\$1,086,966	\$1,120,242
Surplus (Deficit)	\$90,074	\$191,506	\$267,226	\$264,873	\$265,393

East Oakland Leadership Academy Monthly Cash Flow

	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
REVENUES												
State and Local foundation Aid	\$61,250	\$61,250	\$61,250	\$61,250	\$61,250	\$61,250	\$61,250	\$61,250	\$61,250	\$61,250	\$61,250	\$61,250
State Categorical Funding	\$5,325	\$5,325	\$5,325	\$5,325	\$5,325	\$5,325	\$5,325	\$5,325	\$5,325	\$5,325	\$5,325	\$5,325
Federal Categorical Funding	\$6,413	\$6,413	\$6,413	\$6,413	\$6,413	\$6,413	\$6,413	\$6,413	\$6,413	\$6,413	\$6,413	\$6,413
Grants and Fundraising	\$41,000	\$26,388						\$26,388		\$22,224		
Total Revenues	\$113,988	\$99,376	\$72,988	\$72,988	\$72,988	\$72,988	\$72,988	\$99,376	\$72,988	\$95,212	\$72,988	\$72,988
EXPENDITURES												
Salaries												
Director	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250
Teachers	\$24,500	\$24,500	\$24,500	\$24,500	\$24,500	\$24,500	\$24,500	\$24,500	\$24,500	\$24,500	\$24,500	\$24,500
Instructional Aides	\$2,917	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833
Secretary	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917
Substitute Teacher	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583	\$583
Special Education Specialist	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
Benefits												
Retirement	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417
Health	\$2,115	\$2,115	\$2,115	\$2,115	\$2,115	\$2,115	\$2,115	\$2,115	\$2,115	\$2,115	\$2,115	\$2,115
FICA	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269
Other	\$789	\$789	\$789	\$789	\$789	\$789	\$789	\$789	\$789	\$789	\$789	\$789
Books and Supplies												
Texts and Instructional Materials	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750
Other Books	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938
Classroom paper and supplies	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
Office Supplies	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275	\$275
Janitorial Supplies	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50	\$50
Services and Contracts												
District Oversight Fee	\$8,759											
Custodial	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
Bookkeeping & Audit	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
Legal	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667
Liability & Property Insurance	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258	\$258
Waste Disposal	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$87
Student Testing & Assessment	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313
Staff Development	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Special Education												\$24,000
Travel & Conferences, Board Retreat	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208
Postage	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10	\$10
Copier Lease	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350	\$350
Nurse	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292
Facilities and Capital												
Rent/Lease/Mortgage	\$11,300	\$11,300	\$11,300	\$11,300	\$11,300	\$11,300	\$11,300	\$11,300	\$11,300	\$11,300	\$11,300	\$11,300
Replace Furnishings & Equipment	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
Gas/Electric	\$585	\$585	\$585	\$585	\$585	\$585	\$585	\$585	\$585	\$585	\$585	\$585
Phone	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230	\$230
Maintenance	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600
Total Expenditures	\$80,577	\$74,735	\$74,735	\$74,735	\$74,735	\$74,735	\$74,735	\$74,735	\$74,735	\$74,735	\$74,735	\$98,735
Surplus (Deficit)	\$33,410	\$58,051	\$56,304	\$54,557	\$52,809	\$51,062	\$49,315	\$73,956	\$72,208	\$92,685	\$90,938	\$65,191
Cash in Bank (Cash Deficit)	\$33,410	\$58,051	\$56,304	\$54,557	\$52,809	\$51,062	\$49,315	\$73,956	\$72,208	\$92,685	\$90,938	\$65,191
Reserves	\$105,295	\$105,562	\$105,829	\$106,096	\$106,363	\$106,630	\$106,897	\$107,164	\$107,431	\$107,698	\$107,965	\$108,232