

East Oakland Leadership Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Laura Armstrong, Director

Principal, East Oakland Leadership Academy

About Our School

East Oakland Leadership Academy's motto is "All Children Can Learn" because "Failure is Not an Option." The East Oakland Leadership Academy community shares the vision of providing quality education for children in a small, safe, and nurturing environment. East Oakland Leadership Academy opened its doors to the youth of East Oakland in 2003 and has grown from one 6th grade class to currently serving students in grades K-8.

The 2014-2015 school year marked East Oakland Leadership Academy's 12th year of continuing our mission to educate students to become leaders of tomorrow by meeting their academic, social, and emotional needs. We have set high expectations and provided our students with rigorous and challenging curriculum. This proves to be true, with our API score of 805 in the 2010-2011 school year. Our community involvement has played a positive role on our students as well. For example, with our partnership with Frohm's Martial Arts as a part of our after-school program, as well as our physical education plan, our students benefit in learning components such as perseverance and self-control, which align with our school's vision.

Contact

East Oakland Leadership Academy
2614 Seminary Ave.
Oakland, CA 94605-1570

Phone: 510-562-5238
E-mail: docarm@aol.com

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Antwan Wilson
E-mail Address	antwan.wilson@ousd.k12.ca.us
Web Site	http://www.ousd.k12.ca.us

School Contact Information - Most Recent Year	
School Name	East Oakland Leadership Academy
Street	2614 Seminary Ave.
City, State, Zip	Oakland, Ca, 94605-1570
Phone Number	510-562-5238
Principal	Laura Armstrong, Director
E-mail Address	docarm@aol.com
Web Site	eolaistheway.com
County-District-School (CDS) Code	01612590100123

Last updated: 2/8/2016

School Description and Mission Statement - Most Recent Year

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.

East Oakland Leadership Academy's motto is "All Children Can Learn" because "Failure is Not an Option." The East Oakland Leadership Academy community shares the vision of providing quality education for children in a small, safe, and nurturing environment. Our educational program allows each student to:

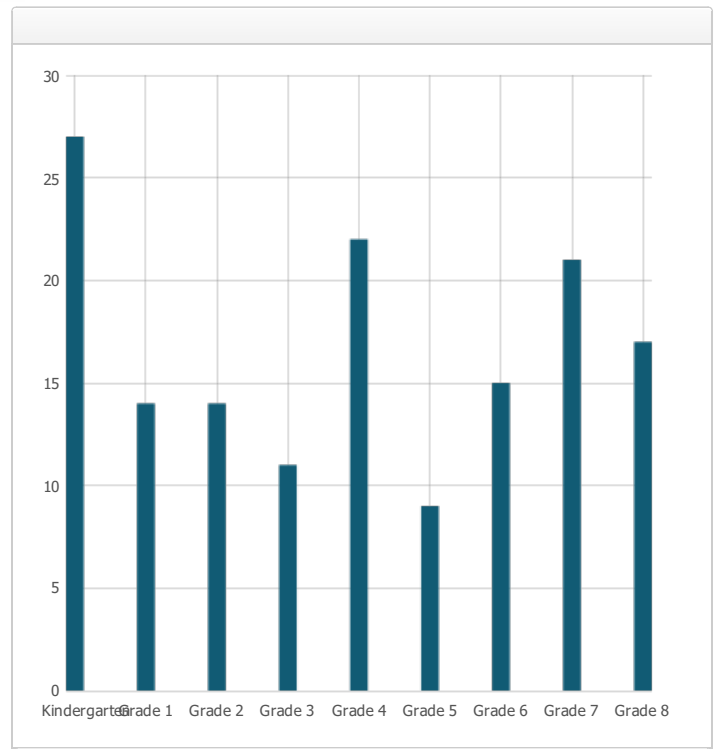
- Develop academic excellence and high standards of personal and social behavior
- Learn to learn - learn how to think critically, become independent thinkers, and see learning as a life-long process
- Become active participants in a democratic society as contributing citizens within the school, local, and global communities
- Become more responsible for and have more control over their own learning by setting goals, planning, and managing their educational environment
- Develop & improve social skills by building self-confidence, a sense of morality, & self-esteem East Oakland Leadership Academy opened its doors to the youth of East Oakland in 2003. EOLA has grown from one 6th grade class to currently serving students in grades K-8

East Oakland Leadership Academy is a small school serving students in the severely economically depressed East Oakland area. Ninety-one percent (91%) of the students come from ethnic minorities; **34% are Hispanic or Latino and 57% are African American. One hundred percent (100%) qualify for free or reduced lunch and 19% are English Language Learners.**

While serving this disadvantaged group of students, East Oakland Leadership Academy maintains incredibly high success rates. The success of EOLA is marked by improvement in student achievement; school-wide and for numerically-significant subgroups, enrollment growth and high attendance rates, demonstrable parent involvement, and the creation of a safe, clean, welcoming school environment in an area rife with crime and violence on the streets and in the schools.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	27
Grade 1	14
Grade 2	14
Grade 3	11
Grade 4	22
Grade 5	9
Grade 6	15
Grade 7	21
Grade 8	17
Total Enrollment	150



Last updated: 2/8/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	57.3 %
American Indian or Alaska Native	0.7 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	34.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	4.7 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	99.3 %
English Learners	17.0 %
Students with Disabilities	6.0 %
Foster Youth	0.0 %

Last updated: 2/8/2016

A. Conditions of Learning

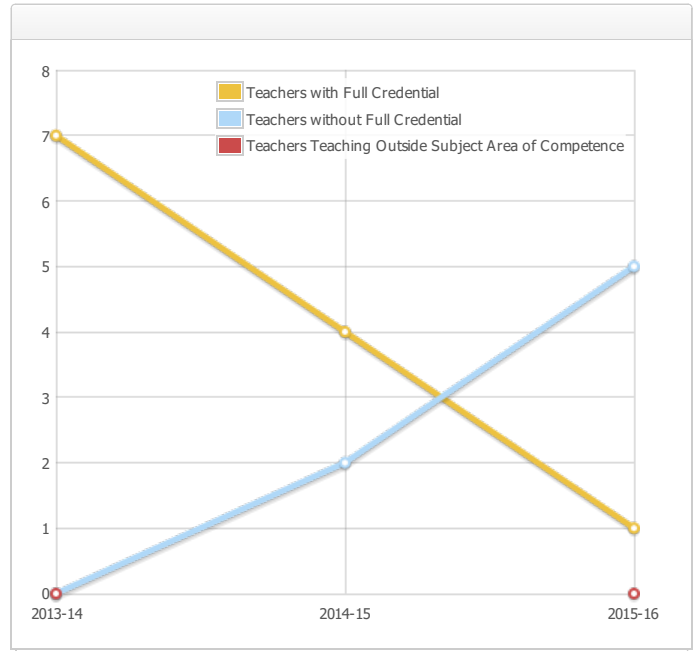
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

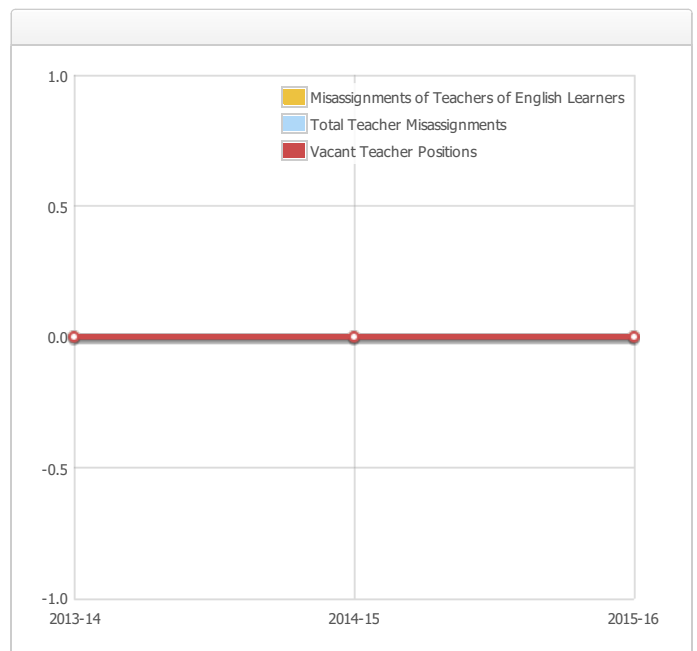
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	7	4	1	
Without Full Credential	0	2	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0		0	



Last updated: 2/8/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 2/8/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	87.0%	13.0%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	94.0%	6.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	East Oakland Leadership Academy currently uses Curriculum Associates Ready Common Core Textbooks for Grades k-8 supplemented with Houghton Mifflin for K-5 and Holt for grades 6-8.	Yes	0.0 %
Mathematics	East Oakland Leadership Academy currently uses Curriculum Associates Ready Common Core Textbooks for Grades k-5 and Prentice Hall for Grades 6-8.	Yes	0.0 %
Science	East Oakland Leadership Academy currently use Holt for grades K-5 and Glencoe for grades 6-8.	No	0.0 %
History-Social Science	East Oakland Leadership Academy currentl use Houghton Mifflin for grades K- 5 and Glencoe for grades 6-8.	No	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 2/8/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Our school facility is in good condition. East Oakland Leadership Academy provides a clean and safe environment for our staff and students. Our building was renovated in July 2010 and we were awarded the Certificate of Occupancy in April 2011. The maintenance staff handles all minor repairs on a daily basis. Currently there are no repairs needed.

Last updated: 2/8/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No major repairs are needed at this time.
Interior: Interior Surfaces	Good	No major repairs needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No major repairs needed at this time.
Electrical: Electrical	Good	No major repair needed at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No major repair needed at this time.
Safety: Fire Safety, Hazardous Materials	Good	No major repair needed at this time.
Structural: Structural Damage, Roofs	Good	No major repair needed at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No major repair needed at this time.

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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Last updated: 2/8/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	--	28.0%	44.0%
Mathematics (grades 3-8 and 11)	--	23.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/8/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	9	9	100.0%	--	--	--	--
Male	5	5	100.0%	--	--	--	--
Female	4	4	100.0%	--	--	--	--
Black or African American	6	6	100.0%	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	3	3	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	0.0%	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	8	8	100.0%	--	--	--	--
English Learners	2	2	100.0%	--	--	--	--
Students with Disabilities	0	0	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	0.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	19	18	88.9%	0.0%	0.0%	0.0%	0.0%
Male	--	10	--	--	--	--	--
Female	--	8	--	--	--	--	--
Black or African American	--	9	--	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	--	1	--	--	--	--	--
Hispanic or Latino	--	5	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	--	2	--	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	--	17	--	0.0%	0.0%	0.0%	0.0%
English Learners	--	4	--	--	--	--	--
Students with Disabilities	--	1	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0	0	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	8	8	100.0%	--	--	--	--
Male	4	4	100.0%	--	--	--	--
Female	4	4	100.0%	--	--	--	--
Black or African American	3	3	100.0%	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	4	4	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	1	1	100.0%	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	8	8	100.0%	--	--	--	--
English Learners	3	3	100.0%	--	--	--	--
Students with Disabilities	2	2	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	16	15	93.8%	--	--	--	--
Male	--	4	0.0%	--	--	--	--
Female	--	11	--	0.0%	0.0%	0.0%	0.0%
Black or African American	--	4	--	--	--	--	--
American Indian or Alaska Native	--	1	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	1	--	--	--	--	--
Hispanic or Latino	--	7	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	--	1	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	12	--	--	--	--	--
English Learners	--	3	--	--	--	--	--
Students with Disabilities	--	2	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	15	88.2%	--	--	--	--
Male	--	7	--	--	--	--	--
Female	--	8	--	--	--	--	--
Black or African American	--	11	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	0.0%
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	--	4	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	0.0%	--	--
Socioeconomically Disadvantaged	--	14	--	--	--	--	--
English Learners	0	0	--	--	--	--	--
Students with Disabilities	--	1	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	12	80.0%	--	--	--	--
Male	--	9	--	--	--	--	--
Female	--	3	--	--	--	--	--
Black or African American	--	4	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	--	8	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	--	12	--	--	--	--	--
English Learners	--	1	--	--	--	--	--
Students with Disabilities	--	1	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	9	8	88.9%	--	--	--	--
Male	--	4	--	--	--	--	--
Female	--	4	--	--	--	--	--
Black or African American	--	5	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	--	3	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	--	7	--	--	--	--	--
English Learners	--	2	--	--	--	--	--
Students with Disabilities	0	0	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	19	19	100.0%	--	--	--	--
Male	10	10	100.0%	--	--	--	--
Female	9	9	100.0%	--	--	--	--
Black or African American	--	10	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	--	1	--	--	--	--	--
Hispanic or Latino	--	5	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	--	2	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	--	17	--	--	--	--	--
English Learners	--	4	--	--	--	--	--
Students with Disabilities	--	1	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	8	8	100.0%	--	--	--	--
Male	4	4	100.0%	--	--	--	--
Female	4	4	100.0%	--	--	--	--
Black or African American	3	3	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	4	4	100.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	--	1	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	8	8	100.0%	--	--	--	--
English Learners	3	3	100.0%	--	--	--	--
Students with Disabilities	2	2	100.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	16	15	93.8%	--	--	--	--
Male	--	4	--	--	--	--	--
Female	--	11	--	--	--	--	--
Black or African American	--	5	--	--	--	--	--
American Indian or Alaska Native	--	1	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	--	1	--	--	--	--	--
Hispanic or Latino	--	6	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	--	1	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	--	12	--	--	--	--	--
English Learners	--	2	--	--	--	--	--
Students with Disabilities	--	2	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	17	15	88.2%	--	--	--	--
Male	--	7	--	--	--	--	--
Female	--	8	--	--	--	--	--
Black or African American	--	11	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	--	4	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	--	14	--	--	--	--	--
English Learners	0	0	--	--	--	--	--
Students with Disabilities	--	1	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	13	12	92.3%	--	--	--	--
Male	--	9	--	--	--	--	--
Female	--	3	--	--	--	--	--
Black or African American	--	4	--	--	--	--	--
American Indian or Alaska Native	0	0	--	--	--	--	--
Asian	0	0	--	--	--	--	--
Filipino	0	0	--	--	--	--	--
Hispanic or Latino	--	8	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	--	--	--	--	--
White	0	0	--	--	--	--	--
Two or More Races	0	0	--	--	--	--	--
Socioeconomically Disadvantaged	--	12	--	--	--	--	--
English Learners	--	1	--	--	--	--	--
Students with Disabilities	--	1	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	--	--	--	--	--
Foster Youth	0	0	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--	--
English Learners	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 2/8/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	55.0%	52.0%	50.0%	43.0%	44.0%	38.0%	59.0%	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/8/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49.0%
All Students at the School	50.0%
Male	--
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	55.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/8/2016

Career Technical Education Programs (School Year 2014-15)

This does not apply to the K-8 students at East Oakland Leadership Academy.

Last updated: 2/8/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/8/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

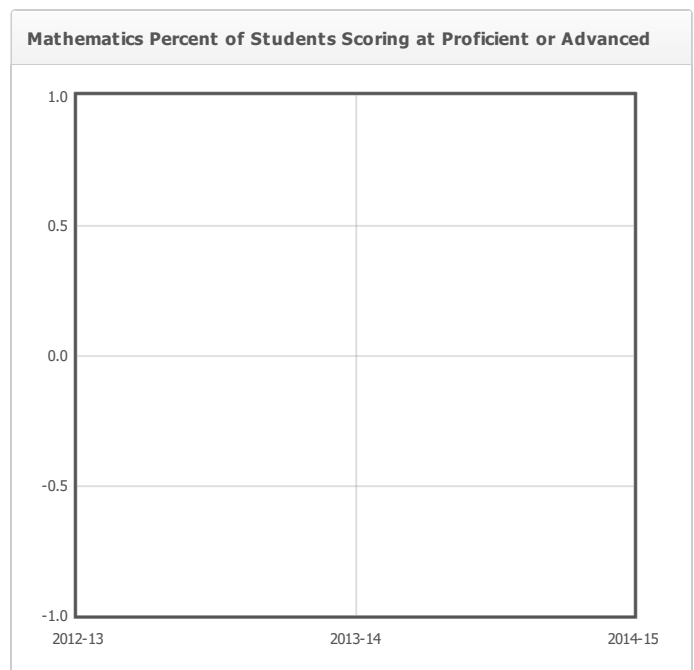
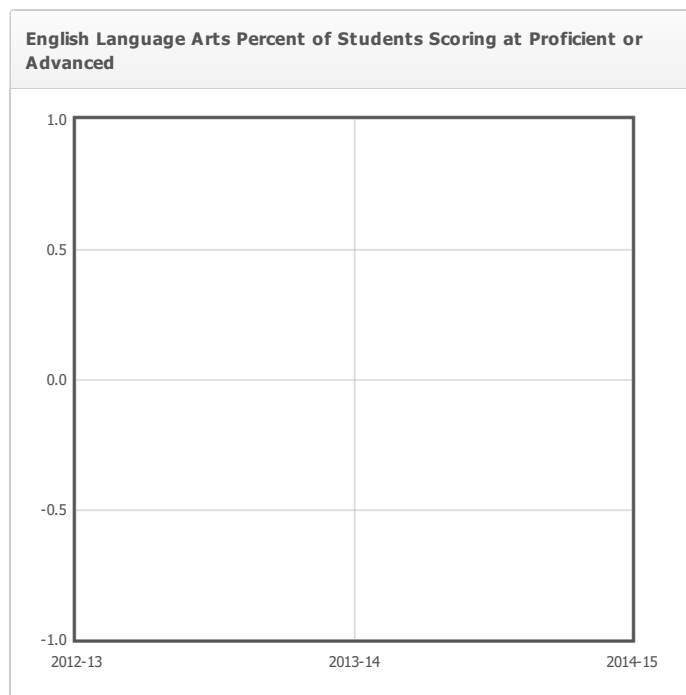
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	--	--	--	41.0%	36.0%	39.0%	57.0%	56.0%	58.0%
Mathematics	--	--	--	45.0%	40.0%	40.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 2/8/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
All Students at the School	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--	--
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/8/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	--	--	--
7	20.0%	26.7%	26.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/8/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

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 partnerships to help sustain and deliver its educational mission. Community partners include Frohm's Martial Arts, YMCA, Digital Arts, Culinary Academy, Four Seasons Music Appreciation and Parks and Recreation.

Volunteer Workdays are scheduled in which parents volunteer several hours at the school working on several projects. Projects include repairing classroom fixtures, cleaning, gardening, and enhancing the backyard.

Parents are encouraged to visit the school and actively participate in the education of their children.

All families have an opportunity to volunteer. These effort hours include participating in their child's class and participating on field trips. Donations are included as volunteer hours.

State Priority: Pupil Engagement

Last updated: 2/8/2016

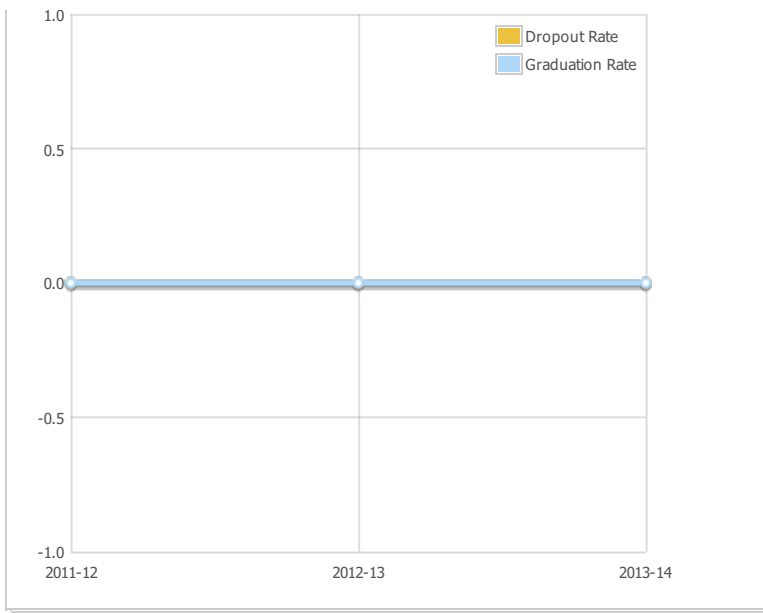
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	59.00	62.80	60.50	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/8/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

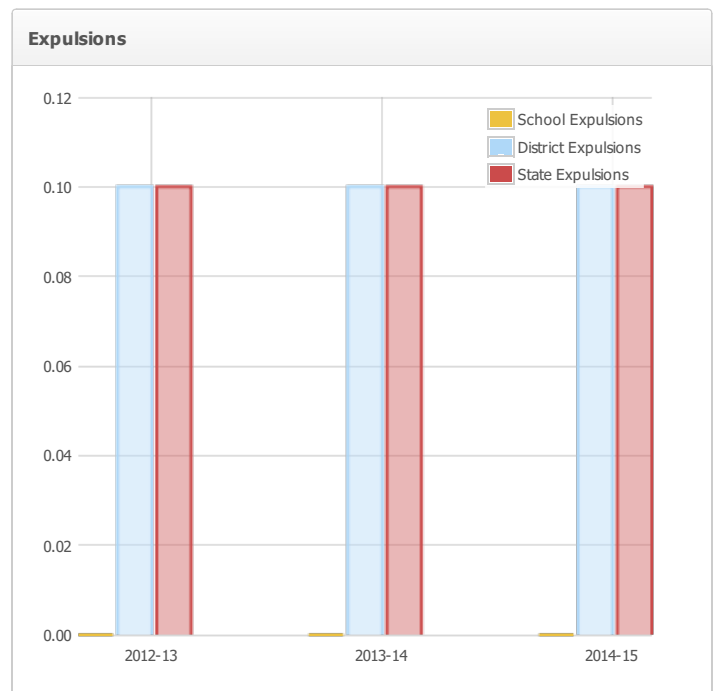
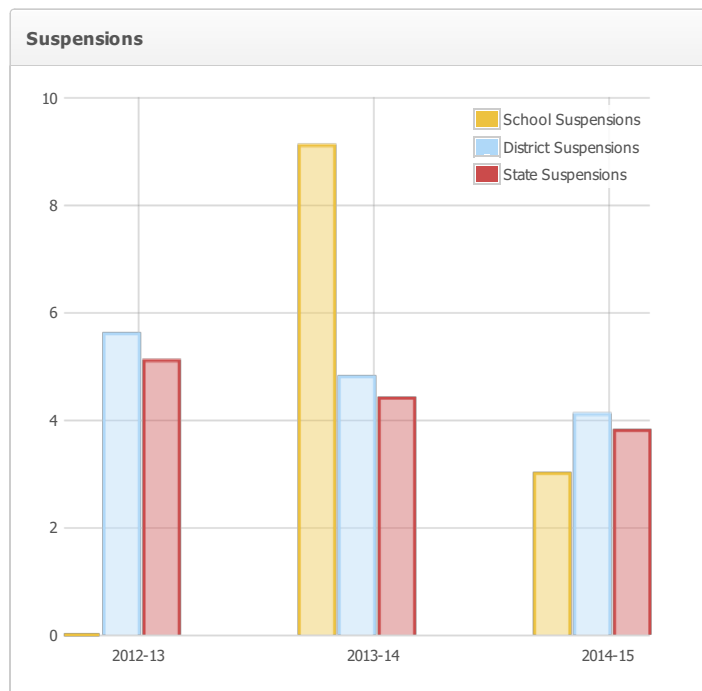
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	9.1	3.0	5.6	4.8	4.1	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 2/8/2016

School Safety Plan - Most Recent Year

East Oakland Leadership Academy reviewed and updated the school's safety plan in August 2014. Every staff member is required to read the safety plan and attend informational meetings and trainings. We have had discussions during staff meetings, professional development, and trainings for each safety plan. Every staff member must also sign off on the trainings. Our endeavor to update the safety plan is ongoing.

Last updated: 2/8/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	N/A	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	Yes	N/A	
Met Percent Proficient - Mathematics	Yes	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	Yes	

Last updated: 2/8/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	88
Percent of Schools Currently in Program Improvement	N/A	82.2%

Note: Cells with NA values do not require data.

Last updated: 2/8/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	1	0	0	13.0	1	0	0	20.0	1	0	0
1	10.0	1	0	0	14.0	1	0	0	20.0	1	0	0
2	12.0	1	0	0	7.0	1	0	0	20.0	1	0	0
3	12.0	1	0	0	12.0	1	0	0	20.0	1	0	0
4	11.0	1	0	0	11.0	1	0	0	25.0	0	1	0
5	13.0	1	0	0	9.0	1	0	0	25.0	0	1	0
6	21.0	0	1	0	16.0	1	0	0	25.0	0	1	0
Other			0	0		0	0	0	25.0	0	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/8/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/8/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/8/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$55670.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/8/2016

Types of Services Funded (Fiscal Year 2014-15)

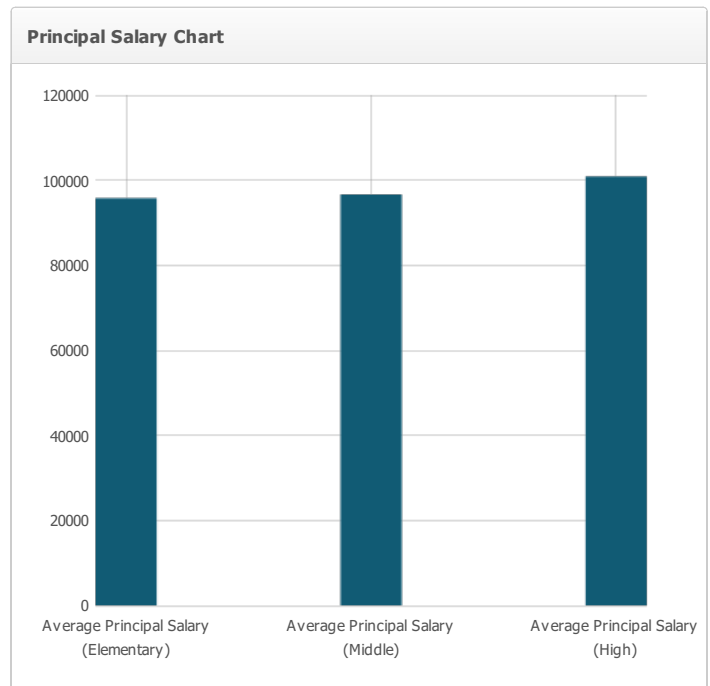
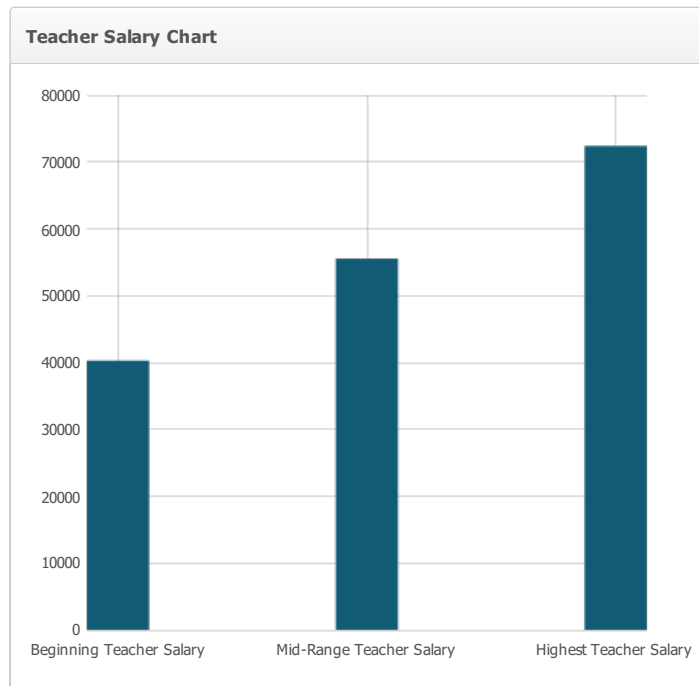
East Oakland Leadership Academy receives TITLE 1 and ASES funding.

Last updated: 2/8/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,277	\$43,165
Mid-Range Teacher Salary	\$55,525	\$68,574
Highest Teacher Salary	\$72,386	\$89,146
Average Principal Salary (Elementary)	\$95,768	\$111,129
Average Principal Salary (Middle)	\$96,642	\$116,569
Average Principal Salary (High)	\$100,885	\$127,448
Superintendent Salary	\$255,001	\$234,382
Percent of Budget for Teacher Salaries	29.0%	38.0%
Percent of Budget for Administrative Salaries	9.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/8/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 2/8/2016

Professional Development – Most Recent Three Years

East Oakland Leadership Academy incorporates professional development during weekly staff meetings. All staff are required to attend an intense two week professional development workshop during the summer (Urban Boot Camp). Teachers are required to attend one additional professional development workshop during the year. Teachers are also required to attend Common Core workshops. EOLA has a professional consultant who does individual mentoring with the teachers. Teachers are also supported through in-class and peer coaching. The teachers meet in teams to collaborate on grade-level curriculum. EOLA teachers are also enrolled in BTSA as needed. In addition to using SMART goals (implemented in the 2012-1013 academic school year) weekly staff meetings allow for additional professional development needs to be met.

Last updated: 2/8/2016